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ABSTRACT

This document provides an assessment on a national scale of academically individualized degrees. Thirty-four institutions returned a completed general studies questionnaire; however, a number of institutions indicated the questionnaire did not fit their particular program. An Interdisciplinary Degree Follow-up Questionnaire was developed and sent to these institutions. Data analyzed from both questionnaires concerned administration, development of the general studies movement, number of students, level and criteria for acceptance, student characteristics, retention, significance of degree, instruction, faculty attitudes, academic advising, academic programs and academic course titles. Results indicated the general studies degree program is increasingly important as higher education changes to meet the needs of students. (MJM)

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GENERAL STUDIES:

A Trend in Higher Education

in the Seventies

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U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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University College
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East Lansing, Michigan
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Introduction

In the fall of 1970, it became evident to the researchers that students were asking for more flexible programs to fit their individual needs. In spite of attempts by some academicians to force an early vocational choice upon the university students, alternate ways to achieve academic degrees continued in demand. More and more faculties and students were, and are, requesting general degrees with personally chosen areas of special interest or of inter- or multi-disciplinary emphasis.

Methodology

The writers felt it was important to assess on a national scale academic interest in individualized degrees. Consequently, a letter of inquiry (see Appendix 2) was sent to presidents of approximately 360 institutions which were identified as universities of 1000 or more students in The Education Directory of Higher Education published by the United States Department of Health, Education and Welfare, Department of Education. The researchers arbitrarily set the 1000 or more student body limitation.

In the meantime a General Studies Questionnaire (see Appendix 3) was developed and sent, winter term 1971, to those institutions which indicated they had, were developing, or were interested in such programs.

Eighty-seven institutions indicated they were involved in general studies degrees, were working on such programs or were highly interested. These 87 universities were sent the above questionnaire.

Liberal or general studies were defined as differing from the traditional liberal arts programs and are variously called independent studies, special studies, creative studies, individual concentration, or area studies.

Thirty-four institutions returned general studies questionnaires but a number of responses by letter or incomplete questionnaire indicated that the

general studies questionnaire did not fit their particular programs. Therefore, an Interdisciplinary Degree Follow-Up Questionnaire was developed and sent to such institutions (see Appendix 4).

Interdisciplinary was explained as having such synonyms as special, divisional, field, special option, interdepartmental, special scholars, general science, comprehensive area, tutorial, individualized, university studies, related fields of concentration, integrated studies, independent and creative studies. It became evident then, that institutions varied in the degree of departure from the traditional major program, and also that the terms, Interdisciplinary or Multidisciplinary, were popular.

The report which follows summarizes the answers to the two questionnaires in the most meaningful way we could devise to meet our own informational needs. The many institutions which requested information about the data collected will be sent copies of this study.

Limitations of the Research

As happens with many research questionnaires, the original intent of the investigators was to use a simple instrument; but as specialists were consulted on the improvement of the questionnaire, it became lengthy and complex. The responses which we received from the various universities completing the questionnaire show that sophisticated questions developed in the minds of researchers are not always clearly understood by respondents without long explanations. And these long explanations are not possible in a written instrument of the sort we used.

The results are as one might expect: in some cases either the questions were not answered, or so few usable answers were received that the questions were discarded. The problem of common understanding of terminology used in

questionnaires distributed to persons of widely divergent orientation, education, and background points up the inadequacy of this method of investigation. The psycholinguistic-semantic problems inherent in questionnaires remain yet to be solved.

Responses to many questions which asked for numerical answers were found to consist of brief explanatory sentences - impossible to chart but expressing strong sentiment or direction.

It would have been easier for the investigators to describe and define an undergraduate chemistry or other disciplinary program than one for general studies. A program in chemistry, for example, is straightforward - one course after another, each a prerequisite for more advanced work in chemistry until such time as the student has taken the courses prescribed by the department and earned grades of a level acceptable for graduation. Each institution, however, defines general education and interdisciplinary or multidisciplinary programs differently, so that it became impossible to separate discretely the answers from programs called general studies and those called interdisciplinary. It must be understood that responses show that there is much overlapping and that there are no clear-cut lines of distinction between the two from institution to institution. The differences are blurred, and definitions may, indeed, vary within the same institution.

Summary of Characteristics of Programs Studied

As indicated earlier, prior to the receipt of the responses to the original general studies questionnaire, general studies had conveyed to the investigators "a collegiate program of undergraduate or graduate work leading to the Associate of Art certificate, the collegiate degree Bachelor of Arts or Master of Arts in

which the total program of studies is composed of integrated courses with little regard for disciplinary perimeters including, however, work in the social sciences, the natural sciences and the humanities."

But as the responses began to return in numbers, they revealed a varied institutional flavor and structure with titles moving from general studies to interdisciplinary and multidisciplinary. The questionnaire, therefore, was adapted to the use of these differing program titles, and the second questionnaire covering multidisciplinary programs questions was sent to appropriate institutions.

There are certain distinctive characteristics of the many programs: the principal one of which is that they differ from the free elective system, from the rigidly prescribed majors which demand a potpourri of introductory courses, from the so-called liberal arts in which a disciplinary major is required, and from the area major which is composed of work within one broad discipline.

A second distinction among these programs which rapidly became apparent to the investigators is the relatively few institutional requirements demanded of the students for the completion of the degree program.

A third characteristic is that the courses are specially designed to fit or develop a total, integrated degree program not unidisciplinary in character.

A fourth distinction is that regardless of institutional size, the general studies programs require more additional attention for the student from advisers and professors than do the traditional majors.

A fifth difference is that the programs universally draw motivated, superior, diligent, mature students, as reported by the respondents.

Further analysis shows that general studies programs fit well the developing concept of life-long education in which students come for education at the moment of their need and desire.

They appear to be less vocational or career-oriented than most major programs, and they do satisfy those students who come for an education as contrasted to those who come for vocational training.

No sex or race overtones were evident as there commonly are in medicine and engineering, as well as other professional or vocationally specialized areas.

Both large and small institutions are experimenting with general studies, each institution developing its own general studies characteristics with no universal model. The general studies program appears to be a spontaneous development arising from needs within institutions to satisfy expressed desires of students, from the interest of sensitive faculty, and from institutions whose faculties and administration are experiment-oriented, as well as from the needs of the public served by the universities. This is a quiet, pervasive development as opposed to one which is popular and widely publicized.

Chapter II

Analysis of Data

Data analyzed from responses to the two questionnaires is presented for the most part in tabular form when such tabulations are meaningful. In many instances a general written summary has seemed a better choice. For those interested in comparison of programs, philosophies and requirements of various liberal studies programs or for those interested in building a new program, the open-ended comments will prove valuable.

Institutions Responding

1. Identified with General Studies Programs

Alfred University
American University
Florida Technological University
Fordham University
University of South Florida
George Washington University
University of Hawaii
University of Iowa
John Carroll University
Louisiana State University
University of Maryland, University College
University of Massachusetts
University of Miami
University of Michigan
University of Nebraska, Omaha
University of New Mexico
Notre Dame University
Ohio Northern University
University of Oklahoma
Oregon State University
University of the Pacific
University of Puerto Rico
University of Rochester
Roosevelt University
State University of New York, Binghamton
State University of New York, Stony Brook
Stephen Austin State University
Syracuse University
University of Washington
Washington State University

2. Identified with Multidisciplinary or Interdisciplinary Programs

Alaska Methodist University
Arizona State University
Bucknell University
Catholic University of America
Colorado State University
Cornell University
DePauw University
Drake University
Emory University
Georgia State University
University of Hartford
University of Illinois, Chicago Circle
University of Minnesota, Duluth
Mississippi State University
University of Nebraska, Lincoln
Oklahoma City University
Penn State University, Capitol Campus
University of Portland
Stanford University
Seattle University
Southwestern University
State University of New York, Buffalo
University of Wisconsin, Green Bay
Utah State University, Logan
Wichita State University
Willamett University
Wisconsin State University, River Falls

3. Both General Studies and Interdisciplinary Programs

University of Texas, Austin
Vanderbilt University

4. Special Situations

University of California - John Muir College
Columbia University, School of General Studies
University of the Pacific, Raymond College

Differences among institutions, the institutional uniqueness and the individual character of the programs is reflected in the names shown in Tables 1 and 2.

Nature of Institutions Studied

Of the responses received and of those answering the question, 36 institutions were publicly supported universities, 25 were private and 8 were church related. The distribution shows that private and church-related universities are as interested in the general studies movement as publicly supported colleges and universities.

One cannot assume that the public universities in this study have large enrollments and the private and church supported ones have small numbers of students. For example, among the private institutions one finds Stanford University, and among the church-related universities is Notre Dame. The obvious conclusion is that the need for general studies is not parochial but pervasive.

Degree Level of General Studies Offerings

While most degrees in general studies are offered at the bachelor's level, significant numbers are available at master's and beyond and at the associate levels. (Table 3)

Table 1

Titles of Programs: General Studies

Name	Number
Area Major	1
Area Studies	1
BA or BS Program	1
Bachelor's Degree with Individual Concentration	1
Community Sciences	1
Creative Communications	1
Double Major	1
Environmental Sciences	1
Experimental Bachelor's Degree	1
General Studies	15
General Science	1
General and Interdisciplinary Studies	1
General Program of Liberal Studies	1
Honors Program	1
Humanities	1
Human Biology	1
Independent Studies	1
Integrated Studies	1
Interactive Studies Program	1
Interdepartmental Studies	1
Interdepartmental Major	5
Liberal Studies	7
Liberal Arts Major	2
Plan II	1
Raymond College, University of the Pacific	1
Special Major Program	1
University Studies	1

Table 2

Titles of Programs: Interdisciplinary

Name	Number
American Studies	2
Area of Concentration	1
Black Studies	1
Broad Area-English	1
Broad Field in Science	1
Community Studies	1
Environmental Technology Option	1
General Liberal Arts	1
Genetics	1
Health Related Professions	1
Humanities	5
Independent Major	1
Interdisciplinary	2
International Studies	1
Justice Administration	1
Medieval and Renaissance Studies	1
Minorities	1
Natural Science, Biological	1
University Studies	1
Urban Studies	2

Table 3

Degrees and Certificates Offered

Associate in Arts	7
Bachelor's	66
Master's	18
Advanced Graduate	2

Administration

Patterns in the administration of general studies programs show rather typical organizational methods with 13 institutions having deans of general studies. When general studies is the responsibility of continuing education directly, the head may be a dean or one of an equivalent rank.

Some programs are under the direction of a faculty-student committee, some under a faculty committee, some under an assistant dean or dean, and some under the chief academic officer of the university. Variations in administrative patterns are demonstrated in Table 4. The table should be considered as illustrative rather than inclusive.

The Development of General Studies Movement

As mentioned before, the general studies movement is growing rapidly in higher education, perhaps implying that it is of recent origin. The responses, however, indicate that one program began as early as 1917. The present widely recognized program at the University of Oklahoma began in 1961. With the recent burgeoning of new concepts such as the Open University, Non-Traditional Learning, and Lifelong Learning, many programs have developed since 1969. (Table 5)

Number of Students

The number of students majoring in general studies varies greatly. The median number of students reported in institutions studied is between 100 to 199. However, a number of universities reported small programs with 24 or fewer students in general studies. On the other hand, the University of Michigan reported over 3,000 declared general studies majors.

Level of Acceptance

The investigators would have predicted that most students in general studies would have entered the major as freshmen. The data, however, indicates

Table 4

Common Patterns of Administration

Number of Institutions	Faculty-Student Committee	Faculty Committee	Dept.Chm., Director,or Coordinator	Assoc. or Asst. Dean	Dean	Academic V-P., V-Provost, Dean of Faculties, or Chancellor
12			.....		.....	.....
11					.....	.....
10				.....	.....	.....
5		.....			.....	.....
2		.....				.....
2						.....
1			.....	.....		.....
1				.....		.....
1	.....				.....	.....
1					.....	
1		.....		.....	.....	.....

1. Of the deans listed, 13 were Deans of General Studies.
2. Variant organizational patterns:
   Dean of Continuing Education = Dean of Liberal Arts = Academic Vice-President
   Honors Coordinator = Director of Administrative - Dean for Academic Directions
   Assistant Dean = Dean - Chancellor of University College
   Assistant Dean = Dean and Curriculum Committee
   Dean and Faculty Committee = Provost
   Honors Council = President
   Curriculum Committee and Junior and Senior Counselors = Dean = Academic Vice-President
   Director = Center = Academic Vice-President
   Department Head = Division Chairman = Vice-Provost = Provost
   Division Chairman = Division Head = Dean of Faculty = Director
   Director = Vice-President Undergraduate Education = Provost, monitored by supervisory committee of faculty and students

Table 5

General Studies

by Year of Initial Offering

1917	1
1930	1
1935	2
1944	1
1947	1
1948	1
1950	4
1951	1
1953	1
1955	3
1961	1
1962	1
1963	1
1965	1
1966	4
1967	1
1968	3
1969	15
1970	13
1971	3

that they are admitted to the program at any level; that is, the student may begin his general studies major at any time in his undergraduate career.

Transfer students, however, are asked to meet certain requirements imposed by the program. (Table 6.)

Criteria for Acceptance

Of those responding to the question regarding criteria for admission to the major, the single most important selection device seems to be faculty or counselor recommendation (counselor may be equated to academic adviser). Only 22 of the responding institutions indicated any difference in criteria for admission to the general studies program from other degree programs in their universities.

Age of students (although some programs are specifically designed for adults) appears to be of little significance.

Some importance is attached to university grade-point average reflecting the fact that many students begin their general studies work at upper levels. A number of institutions, however, show no restraints on admitting students to the major.

Table 7 should prove to be of value to those institutions planning to establish a general studies major.

Student Characteristics

From answers, or lack of them, it is evident that students come from a wide variety of backgrounds. As pointed out earlier, there seems to be little differentiation by sex or race, but educationally mature students tend to choose the program as shown in written comments made by respondents.

As indicated in Table 8, high ability or creativity appears to be a characteristic of students choosing this program even though it may not be

Table 6

Acceptance of Students into Programs by Level

Classification	Number
First-time Freshmen	23
Freshmen	23
Through Sophomore year	27
Sophomore only	11
Junior Standing	37
Senior Standing	23
At any level	27
Master's level	9
Advanced Graduate Standing	1
Restrictions on Transfer Students	35

Table 7

Criteria for Acceptance into Programs

Criteria	Number	
	Yes	No
High School GPA	15	21
Test Scores	15	20
College or University GPA	25	14
Open Admission	25	21
Faculty or Counselor Recommendation	25	11
Age Level	4	32
Identical to other Programs in Institution	36	22

Table 8

Student Characteristics

Characteristic	Yes	No
Race	4	17
Sex	4	13
Age	13	10
Ability	20	7
Financial Need	5	12

Comments by respondents:[1]

Sex. Largely female; 75% men; 60% men; more males.

Age. Part-time adults primarily; minimum 23; older than ordinary students (5 answers); aged 25 to 80 (3 answers); average 38 (2 answers); median age 36; average age 28.

Ability. Higher ability; higher GPA and achievement; diligence in studies; 80% above mean GPA; older students perform better; very high motivation and high intelligence; middle range; slightly above average and strongly motivated; discipline motivated; students admitted without C average; students highly motivated -- not an honors program; higher ability; students average one-half grade higher; applicants are strong students; higher ability; more creative and greater intellectual quality; score lower in language aptitude and test results; more interested but less able; 3.0 GPA; higher ability, many exceptionally bright and creative; above average; very bright; higher ability and average.

Financial Need. Information not available (2 answers); most employed full-time; 75% working their way through; outside funding available; most black undergraduates receive financial aid (1 response).

Other. More interested in learning than in developing career-oriented programs; maturity; high motivation; initiative; self-direction; people who have established careers; articulate; few left wing; wide range of interests; have clearer idea of what they want from bachelor's than typical undergraduate; more serious; more imaginative; more introspective; genuine interest in program; desire to avoid more difficult courses in former departments; over 800 in Bootstrap; desire to know a lot about several disciplines and to integrate their knowledge; don't fail as many courses as others; these people are degree and career oriented.

[1] A number of respondents wrote comments instead of yes or no answers. The comments appearing here are summarized.

required. The investigators recognize the extreme difficulty in defining ability which includes such factors as motivation and determination.

Only a small proportion of the students who select these programs appear to need financial assistance.

More significant to the investigators than the numbers shown in Table 8 were the remarks of the respondents.

Retention: Change of Major

Responses to the questions dealing with changes of major into or out of general studies indicate that there is little or no institutional concern with the migration of students from major to major, and that records of such migrations are not generally maintained.

Newness of programs, however, may be a factor in the lack of records available. (Table 9)

Retention: Grade-Point-Average

Most institutions responding require a 2.0 (C) grade-point-average to remain eligible to continue enrollment in the program. It is interesting, however, that some of the universities require a higher grade-point average as one progresses from freshman to senior level.

Retention: Policies and Procedures

The data indicates that the policies and procedures used in dismissal from general studies programs seldom differ from those used by the university in general for dismissal or recess of students.

Significance of Degree

Overwhelmingly, the respondents reported that graduates from general studies programs were not handicapped in admission to graduate and professional schools or in their careers as a result of having earned a degree in general studies. In fact, it was mentioned several times by respondents that general

Table 9

Retention in Programs

Major Changes

Changing out of Program in Percentages	Number of Instances
0-9%	6
10-19%	3
20-29%	1
30-39%	2
40-49%	2
50-59%	0
60-69%	1

Changing into Program in Percentages	Number of Instances
0-9%	8
10-19%	4
20-29%	3
30-39%	1

studies students are not as career oriented as students found in career training or job training programs. They also point out that the general studies student is not planning to use his general studies work as a specific stepping stone to a particular job. The general studies degree seems desired for flexibility, for self-actualization, for increased job ceilings.

Of the 32 institutions which had studied or kept records or whose programs had been in progress long enough for study, only two indicated some difficulty by their graduates in being accepted in graduate or professional schools or in obtaining jobs.

Given the competitiveness in admission to graduate and professional schools and the job climate, a 6 per cent problem may, in effect, be complimentary.

Instruction

Table 10 is self-explanatory, showing much of the instruction in general studies is carried on by senior faculty, almost as much by junior faculty and very little by teaching or graduate assistants. One conclusion is that program directors and administration, as well as faculties, regard general studies as of equal or greater significance than disciplinary programs. No doubt, this may be explained in part by the fact that the students are mature, highly motivated, and vocally critical.

Faculty Attitude

Of those universities responding to questions on the attitude of faculty teaching general studies programs, Table 11 shows that the faculty are overwhelmingly favorable. None of the respondents indicated unfavorable or hostile attitudes by faculty.

Table 10

General Studies Course Instruction

	Number
1. By teaching or graduate assistants	13
2. By junior faculty	34
3. By senior faculty	39

Table 11

Attitude of Faculty Toward General Studies

	Yes	No
1. Favorable	38	0
2. Unfavorable	0	0
3. Indifferent	2	0
4. Hostile	0	0

Academic Advising

This section of the report refers to academic advising of students in general studies programs and does not include the personal, psychological, or psychiatric counseling which would come from other campus or professional sources.

In Item 5, Table 12, the Counseling Center should be regarded as a source of academic advising. According to experience and information as developed by the Academic Affairs Administrators (Commission XIV of the American College Personnel Association), there are many types of academic advising programs. One very interesting approach indicated in this table is the use of advisement centers (centralized advising using advising specialists), a recent innovation in higher education which is gaining recognition and being adopted by many institutions.

The traditional faculty-student relationship in academic advising still is most commonly used as reported by the respondents, even though this type of academic advising is becoming obsolete (see Burns and Kishler, Centralized Academic Advising at Michigan State University, University College, 1972).

Heavy advisory loads may, indeed, be one reason for the reluctance of some faculty to favor general studies programs. The more rigid the curricular requirements of the degree program, the less effort is needed from a faculty adviser. Conversely, the more flexible a program, the greater the responsibility of the adviser to assist and guide the student in the development of an appropriate program of study.

The use of specialized adviser systems frees the faculty member from the time-consuming advising task and allows him to spend his time on his course

Table 12

Academic Advising in General Studies

	Number of Institutions
1. Faculty only	47
2. Advisement Centers	16
3. Graduate Students	1
4. Student Responsible for Himself	2
5. Counseling Center	13
6. Dean, Assistant Dean, or Director	2
7. Combination of above	29
8. Other	1

work; concomitantly, his reluctance to accept an experimental approach to education may be lessened.

The development of general studies programs should come from an enthusiastic faculty.

Academic Programs

Responses to inquiries about program requirements led the investigators to conclude that each institution develops its own unique program. In so doing some have created entirely new programs, new courses, new advising systems and have chosen interested faculty who have responded to the student needs and interests. The effort is, in fact, an experimental one within each institution which has little past history or experience on which to build. Many universities moved directly to full-blown degree programs without previous experience in undergraduate general education courses.

We discovered in our study that non-traditional responses, in fact non-traditional programs, do not fit questions posed from traditional viewpoints. The respondents described their programs in notes, letters, brochures and catalogs, finding it impossible to fit the questionnaire framework. As a result, we will describe illustrative programs here and others in the Appendix.

Academic Course Titles

The writers were especially interested to learn titles of courses which were a part of general studies programs. However, few responses were made to the inquiry. Courses were described as being in the humanities, social sciences, communication skills, natural sciences, languages, etc. A few course names which were identified follow:

Great Works
Organization Methods
Principles of Knowledge

Technology of Management
Ideas and Values
The Western World
Seminar in Comparative Arts
Public Finance
Urban Geography
Urban Government and Politics
Urban Policy
Urban Seminar
Public Administration
Metropolitan Government and Policy
The Community as a Social System
The Urban Society
Field Experience
Dimensions of Realism
Afro-American History
Directed Study
Introduction to Culture
Humanities in (various countries or areas)
Study Abroad
Forms of Expression
Forum for Scientific Inquiry
Colloquium I, II, III
Search for Meaning and Values
Urbanism
History of Ideas
Buddhism
Seminars in _____
Art and Architecture
Public Internship

Chapter III

Conclusion

The general studies degree program, also called by many other names, is increasingly important as higher education changes to meet the needs of students in a changing society and to meet the needs of an increasingly heterogeneous clientele.

With escalating technology and the rapid obsolescence of "specialized" education, it is necessary to develop a highly flexible degree. Many direct-from-high-school students, as well as others, desire a broadly-oriented degree program; they wish to sample many areas; they want to avoid a choice of major at an early date knowing they will probably have jobs in three to five different areas during their lifetimes. They are also reluctant to take the requirements demanded by some programs.

The expanded studentry includes many older persons who already have jobs or careers. Their needs from higher education are highly individual. As indicated by the University of New Mexico, they want economy in curricular choice.

The development of nontraditional programs off-campus such as the Open University plan, the University Without Walls, and various extended campus programs points up the need for a single flexible and economical degree.

Fears that a general studies degree will be inferior should be quieted by the data which has been presented. Students choosing the broadly-oriented degree are highly creative, intellectual and perhaps unconventional, interested in the humanities and social sciences. They are usually highly motivated self-starters, serious and demonstrating a wide range of interests.

The degrees developed by the universities studied are as individual as the students who desire them. Common elements in programs of all the institutions include the importance of a close adviser-student relationship with increasing responsibility placed upon the student; flexibility, innovativeness and enthusiasm of the faculty, and commitment to a philosophy of openness, a willingness to experiment, on the part of administrative personnel.

With more than a third of the 360 universities which were contacted either having, planning or considering a general studies degree, the significance of the movement is unquestionable. Higher education is making a genuine effort to move from prescription to individualization according to need and desire.

Appendix

Open-Ended Comments from Respondents*

University of Alabama, C. L. Bramlett, Assistant Dean, College of Arts and Sciences:

> New College (September 1971) offers a general studies major. The new college will have a limited enrollment and plan the student's degree program on an individual basis. Therefore, some students will not have a formal major (usually interdisciplinary) while others will.

The American University, Louis B. Casagrande, Staff Assistant, College of Continuing Education:

> We plan to make the Bachelor of Science and General Studies a flexible degree program, one which allows the student to follow his intellectual curiosity without arbitrary hindrances.
>
> We are trying to establish more College of Continuing Education scholarships to permit those without sufficient funds to attend the American University.

University of Arizona, Walter H. Delaplane, Vice President for Academic Affairs:

> This program was established for students who want substantial training in several different fields rather than intensive work in a single field.
>
> Suggested requirements are: six credits of freshman composition, 20 credits in the humanities, one foreign language, 30 credits in the social sciences, 29 credits in science and mathematics, in addition to elective courses.
>
> It is essential that students selecting this curriculum place themselves under the counseling of one of the deans of the College of Liberal Arts.

Arizona State University, Robert C. Lamm, Director, Center for the Humanities in the College of Fine Arts:

1. The constantly expanding program has more general education students, undergraduate and graduate majors, each year.

2. Our program is now closely observed by other departments and colleges as a working example of an effective interdisciplinary program. The results to date: One new interdisciplinary course in the College of Engineering and several more in the offing in other colleges.

3. There is a proposal for a Doctor of Education in Humanities Education now before the Graduate Council. It will probably be approved and become operational on July 1, 1972.

4. This is the sixteenth year of interdisciplinary courses and the eighth year of degree programs. The bugs are pretty well worked out. For the future there should be controlled expansion without sacrificing quality.

*The comments have been edited by the researchers

University of Arkansas, R. C. Anderson, Dean, College of Arts and Sciences:

We have several programs in which the student does not have a traditional department major because the nature of the work he needs crosses departmental lines. These include: (1) a natural science major designed for persons interested in teaching in secondary schools, (2) a black studies program, (3) an Asian studies program, (4) an urban studies program.

In each of these there is a special faculty committee to advise students interested in this line of study and to work with the faculty already teaching various courses that may be pertinent to the program.

Boston University, Audrey A. Evans, Assistant to the President:

We have one program offering a bachelor's degree in liberal studies in the Evening Division, Metropolitan College, which also offers a Master of Liberal Studies degree.

- - - - - - - - - - -

"Since 1968 Boston University has offered a Master of Liberal Studies degree. The objective in establishing the program was to provide an educational opportunity for professional persons who have had little or no opportunity to study in fields unrelated to their professional concerns. The program is built on three year-long seminars, one in each of the following areas: Behavioral and Social Science, Humanities, and Physical Science. Students also take 12 credits in a specific "focus" area of interest. The program, which is a three to five-year undertaking, concludes with a capstone seminar designed to offer students an opportunity to write a paper of some substance in their field of special interest. This program has attracted over 40 people, some of whom already hold other advanced degrees. Included in the group are doctors, lawyers, educators and housewives." ("Continuing Education for Adults," ERIC Clearinghouse on Adult Education, Syracuse University, Syracuse, New York, No. 155, p. 3.)

Brigham Young University, Robert K. Thomas, Academic Vice President:

We have a Bachelor of Independent Studies underway in the Division of Continuing Education.

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"The Bachelor of Independent Studies at Brigham Young began officially in the fall of 1970. Forty-four applicants are now involved in the Pre-assessment stage and will meet next July at Brigham Young's campus. After attending the appropriate seminar students begin their study in one of the four curriculum areas. These are Man and Society, Man and Beauty, Man and the Universe, and Man and the Meaning of Life. After completing all four areas, students undertake an inter-area project. The Brigham Young program gives credit for life experience but does not guarantee automatic transfer of credits from prior course work." ("Continuing Education for Adults," ERIC Clearinghouse on Adult Education, Syracuse University, Syracuse, New York, No. 155, p. 2.)

University of California-Berkeley, W. D. Knight, Dean of College of Letters and Science:

> The College offers four field majors (in biological sciences, physical sciences, humanities, and social sciences), which are broader in scope than the more parochial departmental majors. There are also six group majors (e.g., religious studies and environmental studies), in which courses from various departments are selected to accommodate students who have specialized interests outside of the departmental majors. The group and field majors are described on pages 21 to 35 in the Announcement of the College of Letters and Science, which I am sending to you by separate mail. The departmental majors, listed on pages 20 and 21, are described under the departmental headings in the General Catalogue, for which an order card is enclosed. You will note on page 22 of the Announcement, a description of the individual major, which a student may declare if he has interests which are not covered by the departmental, group and field programs.
>
> The general education requirements were greatly liberalized by the Faculty last spring, effective for students graduating this fall or later. At the present time, a student must complete a two-quarter sequence in reading and composition, and eight courses outside the field of his major to satisfy these requirements. They are described on pages 15 to 17 of the Announcement.
>
> The College Faculty have voted to implement a four-year Experimental Program in the fall of 1971. For this program, 400 entering freshmen (200 men and 200 women), chosen by lot, will be observed through the four years of their college enrollment. These students will not be required to complete any of the present general education or major requirements, although they may do so if they wish. Once they have completed the 180 quarter units required for the degree, including 60 units in upper division courses and the general University requirements in Subject A (an examination in composition), American History and American Institutions, they will be eligible for graduation. Planned two-year sequences in general subject areas will be available to them, and they will be supervised by faculty advisers.

The Catholic University of America, Paul Morin, Assistant Dean, College of Arts and Sciences:

> Our interdisciplinary programs are of the fixed types, such as biochemistry or urban studies, and others are being developed, such as psychoacoustics.
>
> In addition, we have a challenge system according to which any student may devise an interdisciplinary program of his own and seek approval from the committee on interdisciplinary studies. Such proposals are judged upon the merit of the proposals themselves and upon the criterion feasibility. In general, their proposals attempt to combine rather obvious fields, such as history-politics-economics; psychology-sociology-social work; modern languages-ancient languages-comparative literature.

In general, students applying for and obtaining such programs are better than average students. We insist upon academic distinction before the student embarks upon a program that usually involves a good bit of independent study or research.

On this campus, departments have been slow to take the initiative in developing such programs; but they have responded to pressure from the office of the dean and, to some extent, from the students.

Colorado State University, Glenn Matott, Assistant Dean, College of Humanities and Social Science:

In general, these programs (interdisciplinary degree in the humanities and an interdisciplinary degree in social sciences) appear to present no special difficulties for either students or faculty. The two-year general studies program is growing very rapidly suggesting that many students are not ready to declare a major upon entering the University.

University of Delaware, Frank B. Dilley, Associate Provost for Instruction:

We have proposed a college of liberal studies for the fall of 1971.

We also offer interdisciplinary majors in international relations, American studies and plan to offer criminal justice and black studies.

We have interdisciplinary doctoral programs in applied science and in behavorial science.

Each dean has a dean's scholar program in which can be created a program individualized to the student who qualifies. We have various kinds of honors programs as well.

DePauw University, Dwight L. Ling, Associate Dean of the University:

In addition to our earlier major program, next fall we will introduce a liberal studies program for first 50 freshmen who will be excused from all regular graduation requirements. They can have a regular major or a liberal studies major which will be interdisciplinary.

Florida Technological University, John R. Bolte, Associate Dean for Academic Affairs:

Our general studies program is rapidly growing - much interest on the part of the students. Staff is very concerned about how graduates will fare in the job market and in graduate schools. As a new institution, we have not been able to do a study of graduates.

Georgia State University, Henry T. Malone, Dean of the School of General Studies:

In May of 1971, Dean Malone reported that Georgia State is now offering an Associate in Arts in general studies and that, "We are studying a four-year interdisciplinary degree for possible use in the future."

University of Hartford, Robert Henderson, Director of Institutional Research:

Title of the program "Interactive Studies Program"

A student's university education ought to be a whole experience. Parts may be many and varied, but they should ultimately relate to one another and become an integrated purposive whole.

Too often, even the best planned curriculum offered to the student in a degree granting program fails to achieve that end. Specific course requirements, distribution requirements, departmental major requirements, elective options - all of these are separate parts and it is assumed that they will come together as a unified integrated educational experience.

Many students conclude their university education with fragmented learning experiences; the parts cannot be fitted into an integrated experience, nor can their relative worth be assessed. Courses designed to be broad surveys suffer from lack of focus and definition. On the other hand too great concentration can become isolative and parochial. Those proclaiming comprehensiveness often deceive the student into thinking that academic inclusiveness is real, rather than merely convenient and largely artificial.

Mr. Henderson quotes from Robert Calvert, Jr., Career Patterns of Liberal Arts Graduates, Carroll Press, Rhode Island, 1969. Undergraduate education should avoid becoming "junior varsity" graduate training.

Objectives of the Interactive Studies Program are:

1. To facilitate experimentation.

2. To offer a highly flexible curriculum permitting an interplay of different educational experiences including regular course work, active participation in special seminars or colloquia, and independent study.

3. To provide opportunity for cross disciplinary and interdisciplinary work, recognizing, however, the importance of the various disciplines and affording opportunities for work within their boundaries; to allow the interrelationships exploration among disciplines and to encourage relating fragmented educational experience to a central idea or purpose.

4. To provide an opportunity for students to design their own studies making possible a closer fit between the individual student's educational experience and his capabilities and interests; to strengthen his motivation by giving him responsibility for decisions concerning his own education.

The program gives students some of the flexibility, the involvement in curriculum planning, the awareness of thematic relationships among disciplines, and the self-motivation which helps produce a wholeness of the educational experience that the university wishes to be the distinguishing quality of all of its programs.

The main offerings of the program are study seminars or colloquia in which faculty participate with students. Each set, seminar or colloquim (referred to as primary body) meets weekly for one semester, and addresses itself to a central topic or concept. Although each participant maintains independence in his own investigations of the topic or concept, he contributes to and shares in the development of the primary body's structure and content.

In addition to these primary study groups it is also possible to generate supplementary educational opportunities organized or independently undertaken by members of the Interactive Studies Program in support and as extensions of the work of the primary body. Such satellite activities may be of brief duration and may take the form of symposial field experiences, workshops, and the like, as well as individual study. All of these, however, are referrable to the primary body.

Students have the option of enrolling in courses offered in the regular university curriculum.

The assumption of this program is that students will be highly motivated, disciplined and ready to undertake serious and intensive study, research, experimentation and creative work independently.

The criteria for admission of students are:

1. Completion of the first semester of the sophomore year.

2. Good academic standing.

3. Submission of a written statement indicating reasons why the student wishes to enroll in the program, why he thinks he can personally benefit educationally from participation, and what he thinks he can contribute to each of the primary bodies.

4. A personal interview may be required.

In addition to general requirements for a degree, the student must successfully complete 12 primary bodies (equal to 60 credit hours); further credits to the maximum of 120 credit hours may be earned by taking additional primary bodies (beyond the required minimum of 12) or independent study through the University Scholar Program or courses in the regular curriculum of the university.

A student may, after completing the minimum requirement noted above assess his own readiness and consult with the New College director to determine whether he may present himself as a candidate for the degree. The student will take a comprehensive examination and an oral examination, and either prepare a thesis or a public lecture open to the entire university community.

University of Hawaii (Manoa Campus), Robert W. Clopton, Coordinator of Liberal Studies Program:

This program is designed for three groups of students:

A. Those wishing to study a particular problem or theme through a multidisciplinary constellation of courses.

B. Those unsure of their career goals desiring a broad liberal arts program.

C. Those wishing to create an undergraduate major or program not yet in existence in the university.

The Liberal Studies Program opens new options to undergraduates, allowing them to tailor their Bachelor's curriculum to their interests and needs.

The interested student formulates a proposal for the Coordinator.

The proposal consists of a description of or rationale for the program; general education requirements; foreign language if required; courses totaling between 30 and 40 semester credits, preferably from 3 or more departments, as his "major equivalent." Every course listed here must be demonstratively relevant to the proposal. Remaining courses are grouped as electives. To summarize, the proposal lists all courses to be counted toward graduation including credits already taken, those for which transfer equivalent has been allowed, and the major equivalent and electives.

After the proposal is approved by the Coordinator, the student discusses it with another member of the faculty, who may or may not suggest alterations. When the program meets his approval, he will sign it. The student returns the program to the Coordinator for his signature.

The program to be official must be approved by the Coordinator, a faculty member and the Dean of Students Services for the College of Arts and Sciences.

A 2.5 GPA in his major equivalent is required, with no courses in this constellation on credit/no credit.

The student should check with the Coordinator at least once a semester. [This statement indicates that the Coordinator of Liberal Studies is very much interested in the academic advising aspects of this program and wants to keep up with the students.]

Prearranged independent study under the tutorial system of selected topics, not necessarily covered in standard course work, comprising a full semester load. This course is limited to sophomores and above not on probation. Prerequisite: permission of liberal studies (non-major) coordinator and an appropriate faculty adviser. It is not necessary that a student be enrolled in either the honors program or the liberal studies major in order to register for SS 311 or 312.

Procedures

1. The student in conference with the coordinator of the liberal studies program discusses the project he has in mind. The coordinator may suggest limiting, expanding or altering the student's proposal.

2. The student then writes out his proposal indicating the procedures to be followed and the outcomes he hopes to achieve. If the proposal falls within the purview of a department, the coordinator will advise the student to seek a tutor in that department. Otherwise, he will suggest channels through which the student may search for a tutor.

3. It is the student's responsibility to find his tutor. Faculty participation in this program by any faculty member is entirely voluntary. A faculty member should not act as tutor for more than one student in one semester.

4. When the student has found a tutor, he presents him with a copy of the proposal, and one countersigned by the tutor to the coordinator of liberal studies.

5. The student registers for SS311 (or 312) for 15 credits (or for 6 credits in the summer session). He may not register for any other courses in the semester in which he takes SS311 or 312.

6. The student and his tutor arrive at a mutually satisfactory modus operandi for the semester.

7. At the end of the semester, the tutor decides upon the number of credits which he believes the student's work warrants and reports these to the coordinator. If the number is less than 15 for which the student is registered, no record is made for the difference between the number of credits earned and the maximum possible.

8. When the student draws up his contract, he states whether he is taking the course for credit or for a letter grade.

9. When SS311-312 was first planned, apparently it was assumed that a candidate would have a specific project fairly well planned out. Experience, however, shows that sometimes a student's confusion may be as much of a motivating factor and may lead to a profitable educational experience as can a structured plan. A few students have not been able to say anything more definite than that they needed a semester to find out who and where they were and to gain a solid basis for a decision about whether to complete the agreed requirements or drop out of the university. In all cases thus far, programs of intensive reading, regular writing and frequent conferences with tutors had results which were indisputably educative.

University of Illinois, Robert Hess, Dean of Arts and Science:

Dean Hess reported an Experimental Bachelor's degree.

University of Iowa - Bachelor of General Studies Degree

The Bachelor of General Studies provides flexibility for undergraduates in program planning. Since there are no basic skills, core, foreign language, or major requirements, the student can plan to meet to best advantage his particular educational objectives; he must bear the complete responsibility for his choices. If he plans wisely, he may obtain an excellent education.

The specific requirements are as follows:

1. Completion of 124 semester hours of credit.

2. Completion at the University of Iowa of 60 semester hours numbered 100 and above, with not more than 20 from one department being counted in the 60 hours of upper level work.

3. Not more than 40 hours from any one department may be counted toward the 124 required.

4. The student must have a C (2.0) average.

5. All entering students must enroll in rhetoric for at least one semester.

6. Up to 30 hours earned in courses offered in any college of the university will be accepted.

Students do not have to choose General Studies until the beginning of their junior year.

No major will be certified on the diploma or official transcript.

In this program, the major thrust is general or nonspecialized education. The intent is to permit great latitude in the choice of subject to satisfy the student's particular objectives.

Students will be assigned to general advisors following the same procedure which applies to nonmajors.

University of Iowa, Dewey B. Stuit, Dean of the College of Liberal Arts:

An Interdepartmental Major for Honors Students.

Honors students may pursue an individually planned major in an area of study drawing upon courses from two or more departments as approved by the honors advisors and the Director of Honors. The major must consist of at least 36 semester hours of credit including 6 or more semester hours of departmental honors for the degree with interdepartmental honors. The program of studies must be submitted for approval not later than the junior year.

John Carroll University, Robert M. Selzman, Director of the University College of Continuing Education:

Associate of Arts Program

Admission to the Associate of Liberal Studies Program is by high school diploma. Mature persons lacking this may be admitted provisionally. Because the Associate in Liberal Studies is designed for adults, the applicant is expected to be 23 years old; however, the minimum age is not enforced; there is no upper age limit.

Students are admitted to the terminal program and do not expect to transfer to a Bachelor's degree program. Those who begin the Associate in Liberal Studies and later wish to transfer to another college must comply with the academic requirements of the college or school to which they transfer.

Individuals pursuing the Associate in Liberal Studies who are employed or have family responsibilities usually carry two courses in any one semester.

A student in Liberal Studies will pursue five areas, one for concentration and greater depth. Each student will complete a sufficient number of courses in: natural and physical science, mathematics, social sciences, behavioral science, humanities and languages and literature. The area for concentration is to comprise a minimum of eight courses. An inter-area concentration is possible with the consent of the faculty advisor. Upon completing a minimum of 60 semester hours, the student will be awarded the degree, Associate in Liberal Studies.

John Carroll University, Roger A. Welchans, Chairman, Department of Fine Arts:

(This is a second program from John Carroll University, entitled Humanities major.)

Our program is too new to be able to either provide statistics or to formulate conclusions related to its effectiveness. All we can say at present is that it is most decidedly fulfilling a curricular need and provides an opportunity for students to design their own curriculum. The humanities major has attracted very capable and enthusiastic students.

University of Maryland, Ralph J. Klein, Assistant Dean for Academic Affairs of the University College:

Graduation requires six credits of history, about six credits in the social sciences, a course in physical and a course in biological science, a college level mathematics course, six credits in the humanities, 12 credits in foreign language and the following: "Primary and secondary areas of concentration may include courses in economics, English, history, government and politics, sociology, geography, psychology and commerce. A student may select a primary concentration in another academic area.

a. Primary area: A student must select 18 hours of courses in a single department listed above. Of these, 15 hours must be in junior-senior courses.

b. Secondary area: Courses must be selected from one or two of the departments named above. The courses must complement each other and must constitute a coherent block. They must bear a functional relationship to the primary concentration of the student's degree objective.

(Mr. Klein reported that they would like to offer a Master of Arts in general studies, but cost might be prohibitive.)

University of Massachusetts, Bachelor's Degree with Individual Concentration, Arthur F. Kinney, Associate Professor of English:

The Bachelor's degree with Individual Concentration, a two-year program, supervised by an interdisciplinary faculty committee, leads to a Bachelor of Arts or a Bachelor of Science degree. The work taken in the sophomore and junior or junior and senior years, replaces the traditional major. The program, which the student designs for himself, draws upon courses offered by more than one department, school or college of the University. These courses should constitute a program not otherwise available.

Any sophomore or junior with a 2.0 grade-point average and with at least four semesters of undergraduate work remaining is eligible for admission. For application, one must have in mind both personal or professional goals for proposed studies and a related combination of courses not offered in any regular department or interdisciplinary course. The student presents this program with three related courses for each of the first two semesters. The presentation is made in a formal statement demonstrating the interrelationship of the courses. The student must locate a faculty member to serve as sponsor, to evaluate the program and to help in choosing later courses based on the results of the first semesters. The formal statement with a cover letter naming the sponsor is forwarded to the supervising committee.

The degree earned will either be the B.A. or B.S., depending on the areas in which the greater concentration of advanced work is done.

University of Miami, Bachelor of General Studies Degree, R. J. Dandeneau, Associate Dean, College of Arts and Sciences:

I. The Bachelor of General Studies Graduation Requirements

A. The student must complete 120 hours with a grade-point average of 2.0 or above; 24 hours of general education requirements, and at least 60 hours in intermediate or advanced courses.

B. No formal major or minor concentration is required. The spirit of the Bachelor of General Studies degree precludes the formal certifying of a concentration program on the official transcript.

II. Selection of a Degree Program

Before the end of the sophomore year, students should elect the Bachelor of General Studies Degree Program.

III. Elections and Counseling

Election of courses by freshmen is subject to the approval of counselors. Thereafter, students are encouraged but not required to seek advice. Each student has the ultimate responsibility for planning an academic program commensurate with his ability and aspirations so long as it satisfies degree requirements.

University of Michigan, Ronald S. Tikofsky, with reports also from E. Lowell Kelly, Helen Hasenfeld, and Charles G. Morris:

Report of the Ad Hoc Committee on General Studies Degree Program

A charge to the Ad Hoc Committee by the Dean of Literature, Science and the Arts was to detail a proposal for a Bachelor of General Studies degree for a report to the Dean and the faculty. As a consequence of action by the LS&A faculty on March 3, 1969, this report and the proposals represented the unanimous recommendations of the Committee, and support was urged.

The Committee researched degree programs, examining the distribution of courses by level taken by graduating seniors, and interviewing faculty and students. There was disagreement among the Committee on details, not substance.

Following is a preface to the proposals the Committee submitted to the faculty for action:

Any proposal must have educational objectives consistent with those stated in the 1968-69 LS&A announcement. "As its primary goal, the College aims at expanding the intellectual frontiers of each student by stimulating him to explore the unknown by providing him with knowledge, not in the narrow sense of facts alone, but in the broadest sense of new awareness about man and his surroundings. In addition, the College strives to give the student the ability to compare, contrast, analyze, classify, discriminate, criticize, evaluate, and choose intelligently from the myriad experiences and ideas which confront him."

The objectives could be achieved through a variety of approaches. The task was to examine and evaluate alternative routes and to recommend that which best met the needs of students in a changing society. Professor E. Lowell Kelly reported on "baccalaureate degrees," the main points of which are summarized here.

In 1960 Eells and Haswell reported 2,452 different degrees had been offered in the United States, 1600 of which were obtainable in 1960. Of these 1600 degrees, 108 represented varieties of the "traditional" A.B., and 426 were

designated as B.S. degrees. Fifty five degrees are in liberal arts, 101 in humanities, 208 in natural science, and 93 in social science. Although the "simple" A.B. (or B.A.) and B.S. are the most commonly awarded undergraduate degrees, virtually no uniformity exists among degree-granting institutions in admission requirements or curricular requirements for granting either degree.

Authority to grant degrees is vested in the corporation. However, decisions regarding curricular requirements are usually left to respective faculties. Professor Kelly was unable to obtain recent data with respect to required courses. However, such a summary for the situation 30 years ago was available for 84 institutions. These data are summarized in the following table:

Subject	Required In	Elective In	Total
English	78	6	84
Foreign Language at least 1	68	14	82
Mathematics	61	23	75
Natural Science	52	32	84
History	41	43	84
Physical Education	38	36	84
Philosophy	32	52	84
Psychology	21	63	84

Relevant data show that faculty has the right to create any degree it desires, that it can assign to the degree any label and most important, that it can designate requirements it believes appropriate to those to whom the degree may be awarded. From this vantage point the Committee studied current degree programs offered by the College of Literature, Science and the Arts.

Several broad alternatives suggested themselves:

a. The retention of current programs (A.B., B.S., and B.S. in chemistry) with the addition of a new degree program, Bachelor of General Studies;

b. (or to retain the A.B. and restructure the Bachelor of Science degree to accommodate changes suggested);

c. A third was considered and rejected; to recommend no new degree or modification of any presently offered degree.

The Committee chose the second course. Such action permits the retention of the "traditional" meaning of A.B., while allowing flexibility for students whose education goals require differing curricular patterns.

The Committee recommends that the Bachelor of Science degree be restructured to permit the attainment of a Bachelor of Science in a particular discipline or a Bachelor of Science in General Studies. The details are found in the proposals. The major distinction between the two B.S. degrees is that one

will be "discipline" oriented and the other will be "student" oriented. The latter would assign to the student responsibility for planning an appropriate academic program. Thus, the student will if he elects the B.S. in General Studies, enjoy greater freedom and flexibility and will incur the risk that his decisions will occasionally be contrary to his best interest.

1. Admission Requirement

   Requirements for admission shall be the same for all students admitted to candidacy for any bachelor's degree.

2. Graduation Requirements for Bachelor of Science in General Studies

   Completion of 120 hours with a C or better average, including 60 hours in intermediate or advanced courses.

Some Notes and Quotes Regarding Baccalaureate Degrees - E. Lowell Kelly, March, 1969

"The use of academical degrees, as old as the 13th century, is visibly borrowed from the mechanic corporations, in which any apprentice, after serving his time, obtains a testimonial of his skill in a license to practice his trade and mystery."

Edward Gibbon, Autobiography, 1796

"Academic degrees of various types are granted annually to more than one-half million men and women by the more than 2,000 institutions of higher education now in existence in the United States. These degrees vary greatly in level, in requirements, in nomenclature and development, in significance, and in inherent value."

Walter C. Eells, Degrees in Higher Education

The Bachelor's degree was apparently first granted by guilds or groups of scholars in the 13th century. At that time, it was not in fact a degree, but a certificate of admission to further training for the title of master or doctor. Upon receiving the designation "bachelor," the person became an apprentice; after a period of time, he took an examination called the determina to become a journeyman and a final examination, after which he was awarded the title of master, doctor, or professor, these terms being used synonymously and interchangeably. The bachelor's degree or diploma has had very different meanings at different times and in different countries. It is not used at all in many European countries. In France, it is the diploma awarded at the end of secondary education. It was adopted by Oxford and later by Cambridge and since the first American institutions of higher learning were patterned after Cambridge, the practice of using the bachelor's degree to designate completion of four years of college was established in the United States even before the Revolutionary War. In England, it is typically given after three years of study.

During the pre-Revolutionary period, there were but four types of bachelor's degrees offered in the United States: arts, law, medicine, and theology. Later came the distinction between the Bachelor of Arts and the Bachelor of Science degree.

The number of institutions authorized to grant degrees in the United States increased very slowly in the 17th and 18th centuries. During the next two centuries the increase was extremely rapid; by 1961-62, the Education Directory listed 2,040 institutions of higher education, most of which granted degrees. Of these, some 600 were junior colleges conferring only the associate degree; 1400 offered both baccalaureate and/or first professional degrees; 700 awarded master's degrees and more than 200 programs leading to the doctorate.

The rapid increase in the number of colleges and universities was more than paralleled by the increase in the number of degrees offered. In 1872, there were 14 varieties of degrees conferred by 298 colleges. However, only a decade later, the author of the first published American handbook on degrees wrote:

> "I find that most people who are fairly educated do not know what one-quarter of the degrees mean...We have now more than 60 degrees in common use. It would seem that a directory of degrees must be prepared to explain and define the meanings of all these to the public."
>
> F. S. Thomas, University Degrees: What They Mean, What They Indicate, and How to Use Them.

By 1898, a published directory of degrees gave detailed information on 242 degrees and their abbreviations.

But the end was not yet. The most recent tabulation (Eells and Haswell, 1960) recorded a total of 2452 different degrees which has been offered in the United States at some time, 1600 of which were in use in 1960. While many of these 1600 are a variety of professional or graduate degrees, there were 108 varieties of the A.B. and 426 of the B.S. Although American ingenuity has exceeded that of any other national group, the British were not far behind; for example, 633 different degrees are offered by different institutions in the British Commonwealth.

Some indication of the baccalaureate distribution is suggested by the following: in liberal arts, 55; in humanities, 101; in natural sciences, 208; and in social sciences, 93. While the simple A.B. or B.A. and the B.S. degrees are most commonly awarded by undergraduate institutions, there is practically no uniformity among degree-granting institutions in admission requirements or curricular requirements for the awarding of either of these degrees. Originally, instruction at Harvard was exclusively in Latin, so reading and writing competence in that language was expected at admission. Because of the emphasis on the classics in many early colleges, Greek was also sometimes required for the degree. Only much later was formal instruction in modern and foreign languages considered appropriate for the college curriculum.

As indicated, there is almost no uniformity with respect to either admissions or curricular requirements for either of the degrees. Traditionally, the liberal arts include the so-called trivium (grammar, rhetoric, and didactics) and the quadrivium (arithmetic, geometry, astronomy, and music). To these seven traditional liberal arts, Oxford added philosophy (natural, moral, and metaphysical). However, one pervasive feature of American education has been emphasis on the elective system. One of its first proponents, Thomas Jefferson, argued for the freedom of curriculum. By 1825, the University of Virginia replaced its single curriculum with eight. In 1826, the elective system was introduced at Harvard. Under President Eliot's influence, by 1884 all courses except a few in the freshman year were elective. As a reaction to the excesses of the elective system, many institutions adopted the present distribution-major-minor system. After World War I, many colleges began requiring survey courses in the natural sciences, the social sciences, and in the humanities. However, after experimentation and much debate, there is still a wide variation and practice with little or no effort to standardize.

The result is that while the authority to grant degrees is vested in the corporation, the regents, or the controlling board of an institution, decisions regarding curricular requirements for degrees are usually left to the faculty.

Every faculty has the right to create any degree it wishes, to give it any label it chooses, and to designate whatever combination of requirements it believes appropriate to those to whom the degree is awarded. In this connection, the following quotation stating the requirements for the first Bachelor of Arts degree given in the United States is of interest:

> "Every scholoar that now on proofe is found able to read the originalls of the Old and New Testament into the Latine tongue and to resolve them Logically; withall being of Godly life and conversation; And at any publick Act hath the Approbation of the Overseers and Master of the College is fit to be dignified with his first Degree."
>
> Laws of Harvard College, 1642
>
> S. E. Morrison, The Founding of Harvard College

The faculty of LS&A has one of two alternatives available to resolve the issue of the foreign language requirement. We can continue to restrict ourselves to the A.B. and the B.S. degree (and B.S. in chemistry) but modify requirements so that the two (or three) labels cover many different types of educational programs. To do so will result in cheapening or devaluing the traditional A.B degree. Now, there is little distinction between the A.B. or B.S. Alternately, we may wish to provide more than the two (or three) degrees and establish different curricular requirements for each. This would permit those who do not wish to see the traditional meaning of the A.B. modified, to retain any language or other distribution requirements they wish, and at the same time, permit those who feel it is possible to provide a "liberal education" without insisting that every student follow the same curricular pattern to award new degrees which would serve an educational need for our students and be administered to insure

that it would be fully equal in prestige to the traditional A.B. and B.S. All, even those who disagree most with respect to the means, would endorse the following:

> The college or department that meets its responsibilities of providing a well-reasoned, well-rounded education for young people in the years to come will have a faculty which will not hesitate to spell out loud and clear the values and the competencies they want their graduates to possess. These curriculum makers will then set about working with experts in all disciplines to avail their students of experiences that develop them. If the college catalog does not carry the courses, they will put them in it. If their offerings look different and even slightly awry, so be it. Happily, more and more institutions are coming to this view.
>
> In thinking about the type of young people they would like to see in their graduate ceremonies, most faculties will envision a youngster who is articulate, both in speech and writing, one who has a feel for language, a respect for clarity, and it is to be hoped, a knowledge of some language other than his own. This young graduate will be at home in the world of quantity, numbers, and measurements. He will be able to recognize the difference between fact and opinion, and he will be logical, yet quite capable of imaginative and creative thought. This ideal graduate will know both the worlds of nature and the worlds of men, and he will not be afraid to apply what he knows with the judgment and discrimination which come from deep knowledge of other persons, other times, and places. He will never be merely a type. He will have acquired the bent and skill for perpetual self-renewal, and he will have a value system and a yen for excellence which will serve him well in a rapidly changing world.
>
> Brazziel, W. F., "Curriculum Development and the Larger Learnings," Educational Record, 1946, pages 336-346

The task of the Committee is threefold:

a. To establish a new curriculum pattern which will as often (or perhaps more often) achieve this type of product.

b. To find a distinctive label to designate the new degree.

c. To convince the faculty that there is a need for an extensive faculty support of the new degree program.

E. Lowell Kelly
March 14, 1969

Bachelor in General Studies: Initial Report, Charles G. Morris, Department of Psychology

(The following is a very brief abstract of Dr. Morris's report.)

Dr. Morris drew the following conclusions from data collected in a study of the Bachelor degree in General Studies:

It is a popular program; 1030 students (nearly 9 per cent of the LS&A).

Fewer than 14 per cent of sophomores transferred (changed major).

It appears possible that the students will constitute 12 to 15 per cent of the LS&A.

Freshmen and Sophomores Currently on Bachelor Degree of General Studies

Of the freshmen and sophomores now in the General Studies degree, 80 per cent entered the major as freshmen.

The group is 64% male. Those completing some work at the University before entering a major had a 2.70 GPA prior to admission, lower than the 2.85 GPA from sophomores.

Freshmen and sophomores in the program have substantially lower aptitude scores than LS&A underclassmen generally, and have done less well in high school. They are weaker on language reading skills.

Data from the opinion, attitude, and interest survey clearly raise the issue of creativity and intelligence and the role of each in contemporary education systems. Freshmen and sophomores are lower on traditional aptitude measures and on grades, but are unusually creative, imaginative, and unconventional and yet, "highly capable of reorganizing ideas." It is impossible that persons interested in the educational process and the interaction between the University and students will find these data anything less than disturbing.

Juniors and Seniors

Juniors and seniors in the program are also predominantly male (67 per cent). Prior to changing to the Bachelor of General Studies program, these students had grade-point averages of 2.62, below the 2.9 in a comparable group of LS&A students.

They are not significantly different from the control group in traditional ability tests. Nor are they significantly lower in the foreign language placement tests.

They present lower high school records in grades and class standing. It is likely that the low grade-point average is simply a continuation of a pattern, but remember that over 40 per cent of these students entered after a long and unsuccessful bout with the foreign language requirement.

From the opinion, attitude, and interest survey, Dr. Morris concludes:

> "The significantly higher score on intellectual quality is particularly interesting as a supplement to this description. People who score high on the IQ scale tend to be interested in ideas (rather than concrete objects). They are intellectually oriented. They tend to score high

> on standard ability tests, and they tend to get above-average grades. This would suggest then that as one gets away from traditional aptitude tests, upper class Bachelor of General Studies students start to emerge more clearly as being in fact more intellectually capable than nonhonors upper class LS&A students generally."

After interviewing students Dr. Morris finds they were attracted to General Studies to avoid choosing a major, to pursue a broad program of study, to obtain freedom from hassles over requirements (primarily departmental concentration requirements, but occasionally other distribution requirements), and in some cases, for the opportunity to take up to 20 credits outside the college.

This pattern of high ability, high creativity, and intellectual quality and high interests in humanities and social sciences and other studies characterize potential and actual college dropouts. What this suggests is that General Studies, for some highly able, highly creative, and original, unconventional, intellectually oriented students, may provide the means by which they can come to terms with an otherwise intolerable educational environment without simply leaving the environment altogether. If this inference is valid, then a question rises: What in our academic environment is so intolerable to these students who, on the basis of their characteristics, appear to be the students who should be attracted to the university. Haven't these students been trying to ask just that question and suggest answers for some time?

It appears that General Studies provides an important academic niche for capable, highly creative, intellectually oriented students who tend not to perform as well in traditional classes on traditional grading criteria. Some students find in the introductory language courses those educational conditions which they are unable to tolerate. The suggestion is that disasters in introductory language courses may simply provide a target for dissatisfactions which otherwise might remain unfocused.

Concluding Statements

The Bachelor of General Studies degree does not draw students with low ability. Bachelor of General Studies students at upper class levels are slightly more able than upper class LS&A students generally. (Recall that throughout this paper, LS&A students have been referring to nonhonors students.) Although they tend to be underachievers, in part this may reflect difficulty in language courses which, it has been suggested, reflects a more general dissatisfaction with traditional modes of education which perhaps do constrain highly creative, original, and unconventional students such as these. To the degree that the Bachelor of General Studies provides a way out for some of these students, it does so only for those who are willing to take the risk that graduate schools and employers will respond negatively to the degree.

Excerpts from three articles in the Michigan Daily by Robert Schreiner, student reporter, describing the degree at the University of Michigan.

> While in its first two years, General Studies has been regarded by many faculty members and administrators and some students as an academically inferior degree, these fears have not stopped the program from phenomenal growth.
>
> While faculty have continually expressed concern that General Studies students would be viewed by graduate school admissions offices as being less qualified than other applicants, a nationwide telephone survey by the Daily reveals that most graduate and professional schools regard the Bachelor of General Studies as high as any other university degree.
>
> The survey indicates that General Studies and other alternatives to traditional degree requirements, seem to be gaining wide acceptance across the country.
>
> "I think the fears on the part of many that the Bachelor of General Studies would not be successful are rather unfounded," says psychology professor, Anthony Morris (University of Michigan's faculty), who offered the report on the Bachelor of General Studies. "I think the report shows this, and I think faculty members are very surprised."
>
> Since it sprang from student opposition to language requirements, General Studies was considered by many to be a "cop-out" for those who elected it. And this view has obscured consideration of the merits of the new degree program.
>
> Despite the obvious attractiveness of General Studies for students who are not particularly fond of foreign language, the program's effect on enrollment in the language department has been less than might be expected.
>
> "A person must necessarily have acquaintance with another language beside his own in order to obtain the goal of true culture and education," Latin professor Gerd Seligson told the faculty after the General Studies report was presented. "Language is a basis of all communication and knowledge."
>
> A mathematics professor, Wilfred Kaplan, agreed with Seligson saying, "I have never known anyone of stature who was not well acquainted with other languages."
>
> "I generally believe in more structured curriculum in requirements," says French professor James O'Neil. "I think there is a certain risk with freshmen and sophomores in giving them too much latitude."
>
> Professor Anthony Morris says General Studies tends to obscure the existence of a growing number of less structured programs within the scope of the Bachelor of Arts. These include individual concentration programs where students elect their own specific field of concentration, such as urban studies, arts and communication. In addition, he says there are other opportunities for individualizing the educational experience, such as the LS&A course mart tutorial summer reading courses and correspondence study.

Probably the most serious problem which Morris and others see with General Studies concerns counseling (academic advising).

Since General Studies students plan their own courses of study, they might not receive adequate guidance on programs and graduate schools and careers.

"The General Studies degree is like a two dollar bill - it is perfectly legal and right; but for some reason, people regard it with suspicion." (no name given)

"We know that counselors (academic advisers) have advised good students to avoid the program. I think that if the new degree can gain acceptance both within and outside the university, you will find that some of the college's top students will be attracted to it."

These are comments by LS&A faculty members concerned that students receiving the Bachelor of General Studies with its lack of language distribution and concentration requirements will not fare well when they apply to graduate and professional schools.

This concern that has been prevalent in the college since the faculty created the degree two years ago, which makes it surprising to find that most graduate and professional schools around the country view the General Studies degree as favorably as any other baccalaureate degree from the university.

In a telephone survey by the Michigan Daily of 30 graduate and professional schools, most admissions officers indicate that the type of degree held by an applicant is not as important as the student's academic performance and the courses he selected to fill that program.

"We regard an application as coming from a graduate of the University of Michigan - the degree is secondary," explains Elmer Vaumer, associate dean of the graduate school at Ohio State University. "The content of the student's program is most important."

The key difference is that General Studies students are not bound to the specific requirements of an undergraduate concentration program. The graduate schools merely expect him to elect courses which demonstrate both interest and confidence in the field he wishes to pursue.

The receptiveness of graduate schools for a relatively loose undergraduate studies program appears to be accompanied by a marked trend at colleges and universities around the country toward the initiation of programs along the lines of the General Studies Program.

Almost every law school contacted is highly receptive to the General Studies degree. Several admissions officers point out that the degree has many potential advantages for prelaw students. Since General Studies students have minimal requirements, they can select more courses that have a closer bearing on the study of law according to the schools.

Most graduate business schools contacted in the survey are optimistic about the General Studies degree citing many of the same reasons given by law schools.

Medical schools say the degree will not hamper a student's chances for admission. Admissions officers point out that the General Studies student must complete the usual undergraduate natural science requirements.

"A student with a Bachelor of General Studies would be more likely to be turned down here," (University of California at Berkeley Graduate School) says Shirley Dong, Administrative Assistant in Charge of Admissions. "No one would be totally disqualified, but he would be at a definite disadvantage."

"From my point of view, we require a Bachelor's degree - but not any specific one," explains Byron Goresbeck, Assistant Dean of the Graduate School (University of Michigan). "People in the specific department to which the student applies must look over his record to see if he has demonstrated capability in that area."

"As a degree, we would find the Bachelor of General Studies no less desirable than the regular B.A.," says James Ardis, the school's Admissions Director (Director of University of Michigan's Business Administration School). "Our chief concern would be what the student did with his time while on the program."

"All that we require is a Bachelor's degree from an accredited university," explains Professor Paul Diggs, Chairman of the Admissions Committee of the Howard Law School. "We don't believe there is any one degree or field better than another in preparing for the study of law."

"Virtually all the departments here admit students with a wide variety of backgrounds so that the specific program is not important," says Associate Dean Vauner of Ohio State's Graduate School.

We regard the University of Michigan very highly," says William Keougs, Admissions Director at Stanford's Law School, "and if the faculty there institutes a degree, it will be highly respected here."

"We have no reason to believe that Michigan would manufacture a baccalaureate degree that would not stand up against any in the country," he adds.

Summing up, Associate Dean James Mau of Yale University Graduate School says, "The stronger the institution, the more it can get away with, and Michigan is probably strong enough."

William Stevens, Associate Dean of Northwestern's Graduate School, agrees with Mau and others stressing that, "especially from Michigan we don't worry about this type of degree. The only problem would be if a student could not meet the level of graduate work due to the faulty planning of his curriculum."

"While there is nothing I can say negatively about the Bachelor of General Studies," says James Thomas, Director of Admissions at Yale Law School, "admissions are very competitive, so in viewing two people, one with a B.A. might be more attractive than a Bachelor of General Studies because he has possibly written more while in his concentration program."

Nicholas Bosen, Dean of Students, University of Chicago Law School, says that the admissions office "would like to see a Bachelor of General Studies transcript to see whether a student has exhibited high writing skills and analytical talent."

Bosen adds, "A Bachelor of General Studies is every bit as strong as a candidate as someone majoring in a particular field."

Meanwhile, the Admissions Office at the University of Michigan Law School expressed mixed feelings about the Bachelor of General Studies.

"We are not enthusiastic about the Bachelor of General Studies, but not against it either," says Matthew McCauley, Law School Assistant Dean and Admissions Officer, "but we won't discriminate between degrees."

Assistant Dean Henry Moses, Princeton's Graduate School, says, "We are looking for candidates who shine from the page. How a guy prepared for foreign language is not really important."

Admissions spokesmen for Harvard Law and Business Schools are highly optimistic about the General Studies degree. Students are admitted who show great promise; the lack of a language or a major does not make a bit of difference in the admissions process.

Both spokesmen praised General Studies for, as one put it, "putting Harvard's ideal of promoting a wide scope of educational backgrounds in the schools."

Harvard's graduate school shows a background in the areas needed to pursue an applicant's field as an essential prerequisite to favorable consideration for admission.

Students in General Studies assessing the value of the program placed primary stress on the freedom the program offers to allow them to evolve their own courses of study.

"I like General Studies because I can take what I want and what serves me best," explains Boby Lipschutz, 1973. "Also there's no counselor's signature required so it's easy to get into the courses."

Lipschutz, who has fulfilled the LS&A language requirement adds that she intends to go to graduate school in public health.

"I was alienated in the eighth grade against foreign language so I got into General Studies. Besides, I only want to be a high school teacher anyway," another sophomore adds.

"I'm in General Studies because I don't feel I can beneficially pick a major like they want me to," says another sophomore. "I'm not going to get a specific degree because I won't use it anyway."

A graduating senior plans to use his Bachelor of General Studies to go to graduate school eventually. He was a chemistry and mathematics honors major for two years, had fulfilled the language and distribution requirements and had received a National Science Foundation grant when he switched into General Studies last year. "I just got fed up with everyone I was working with," he explains. "Finally, I just said the hell with it and switched into General Studies."

Dean Baker, LS&A Assistant Dean and Chairman of junior and senior counseling (academic advising), recalls "a lot of people assumed that General Studies was going to be sole[illegible] refuge for goof-offs. You do get a certain number of people who are go[illegible] on it because they have had difficulty with language, science, or some oth[illegible] requirement, but, on the other hand, you also get people with very good records who are on it because they find the major too restrictive."

Psychology Professor Ronald Tikofsky, Secretary of the LS&A Curriculum Committee, adds, "General Studies students are no different from any other students. It is being elected in part to get a liberal broad education."

"One thing is clear," says LS&A Acting Dean Alfred Sussman, "and that is an acceptance of the Bachelor of General Studies degree on the part of the University community, especially students."

There is no "superior" or "inferior" degree program. Rather there are superior and inferior methods of operation within the various programs.

The program must begin to be viewed on its own terms. It must be seen as a program which involves the student deeply in his choosing of a curriculum; a program of a generally less restrictive nature than the B.A., and hence a program geared more to the personalities of many students.

Such an attitude will go a long way toward putting the true emphasis of education back where it belongs - on the kind of courses that a student takes rather than on the kind he does not.

University of Nebraska, Lincoln, J. W. Robinson, Associate Dean, College of Arts and Sciences:

Integrated Studies Program

This program allows students to pursue an area of academic interest not delineated by department or discipline but by subject matter or course content. It provides an alternative to the major-minor by selecting courses forming an integrated study of some area, topic or problem determined in consultation with an academic advisor selected by the student approved by the dean.

Each student completes a minimum of 50 credits of integrated study, at least 15 of which must be completed in the department of his academic advisor. The advisor coordinates the program of other concerned departments.

A student should be admitted as early as possible, but no later than the second semester of his junior year.

Program in Ecology

A program of integrated studies in ecology is available as an interdepartmental curriculum and as a substitute for formal major and minor studies in zoology and botany. Students complete programs of 50 hours (including at least 15 from one department) of environment-oriented course work and associated background training. Typical examples of integrated studies are:

1. Political science and agronomy: students going to law school and interested in the legal aspects of pollution and environmental control.

2. Greek and psychology: for a pre-seminary student.

3. Music and poetry: blind student sets poetry to music.

4. Psychology-zoology.

Essentially, the students take a regular major, minus a few courses, and a regular minor or minors, plus a few courses.

University of Nebraska at Omaha, William T. Utley, Dean of the College of Continuing Studies:

In our Bachelor of General Studies Degree Program:

1. We will accept any useful combination of liberal arts and professional credits.

2. We recognize and convert to degree credits knowledge which adults have acquired informally.

3. We have a "second chance" policy whereby all adults can earn academic amnesty, relieving them of the qualitative consequences of poor records amassed in their youth.

We feel that our use of the CLEP general battery for up to 30 credits is a major advantage, as well as our use of ACE recommendations to grant credit for several categories of military experience.

A large number of our career military people (bootstrappers), perhaps 50 per cent or more, go on to advanced study. Few go to the professional schools and the great majority of our evening college students (1900 in this group) are already fully employed.

University of New Mexico, Dr. W. H. Huber, Director, University College and the Counseling Center:

The university approved a completely unstructured bachelor's degree program in 1969 as an alternative to structured traditional undergraduate degrees. It permits the student to construct his own program of studies. His final transcript of courses taken speaks for itself to the student's prospective employers or graduate schools.

Administered through the University College, it has received widespread acceptance among students, faculty, and others. Each student entering the program has a counseling interview which informs him about this unique degree and also permits accumulation of data used for reports and analyses, making evaluation of the program possible. Interviews with students show that they avoid certain unmet group requirements or use the freed hours either to cross college lines or to take additional work in a major field. The incidence of those seeking to avoid completion of the language requirement was very high.

Scholarship Index

The grade-point averages of the students as they entered the program and as they were graduates were: on entering 2.41, on graduation 2.52.

Reasons Given for Entering Program

All students who entered this program have been interviewed by members of the counseling staff. These interviews show student motive for choosing the Bachelor of University Studies as follows:

1. Economy in curricular choice.

2. Pressure to graduate (marriage, draft, financial).

3. Already in a career (no need for a major - just a degree).

4. Disenchanted with major or some requirement within the major.

5. Escaping the language requirement.

Current Enrollment

The present enrollment, 582, tends to demonstrate its popularity among the students. Those who have graduated show that the caliber of students compares favorably with that of the University as a whole.

Attrition To Date

There are 125 students who entered the program who are not currently enrolled in the University. Poor scholarship, however, is not a significant contributing factor in academic suspensions.

Major Changes

Since the inception of the program, 21 students have changed their majors out of the program.

Advisement and Registration

Matching students to faculty advisers and finding a sufficient number of advisers was nearly impossible. Effective 1969-70, the Registrar admitted Bachelor of University Studies students into registration on their own signature to a program of study. The assumption of responsibility by the student coupled with his freedom to structure his own program was received with both surprise and delight. The records supervisor and the counselor are present to answer questions and to check mechanics. The observed result was smooth registration with the student exercising considerable care in selecting his program of studies.

Conclusion

It appears that the unstructured Bachelor of University Studies Program is a complement to the seven undergraduate degree programs. Students who have selected the program have had well planned interdisciplinary programs which cut across degree college lines and which could not have been pursued as directly if at all while working toward one of the traditional undergraduate degrees.

Graduate school admission or employment was obtained by a large number of the graduates.

State University of New York at Binghamton, Dr. Everett C. Johnson, Director of Continuing Education:

The curriculum is primarily for part-time, evening, commuting students who have begun their college work elsewhere. Very few freshman or sophomore courses are offered.

The American Studies Program: examines the nature and functioning of American culture past and present. Students work in specific American-oriented academic fields, in a few interdisciplinary courses covering more than one field, and in an integrating course which explores and synthesizes the relationships among the various academic fields.

In the Social Sciences Program students present or earn 42 credits in the social sciences including a minimum of 6 credits in each of four different social science areas. The later credits must be earned at SUNY-Binghamton.

Admission to the School of General Studies:

a. Applicants without previous experience begin at Broome Technical Community College or a similar two-year college;

b. Transfer students should have achieved a minimum GPA of 1.6 on a 4.0 scale for all previous college work and at least a 2.0 in the last college attended.

Transfer Credits - Advanced standing credit will be accepted for those courses taken at other accredited institutions, but not for courses in which the student earned a grade below C.

State University of New York-Binghamton, Daniel Fallon, Assistant Dean of Harper College, reporting various interdepartmental majors one of which is called liberal studies:

> Any student with approval of a faculty adviser and consent of a faculty-student committee can fashion a major not ordinarily offered; this includes a liberal studies program which can be a loose amalgam of special interest courses. Recently approved programs for individual students include social change, communication arts, applied mathematics, and romance languages.
>
> Faculty and students have high hopes for the program.

State University of New York at Buffalo, Diane Youn, Academic Adviser, Chairman of the Special Major Committee in the Division of Undergraduate Studies:

> The Special Major.
>
> I. Procedures for review on special major proposals.
>
> 1. Special major proposals originate with the student working closely with his academic adviser and faculty sponsors.
>
> 2. The special major proposal is submitted to the Committee on Special Majors.
>
> 3. The committee reviews the proposal and transmits its recommendations to the dean for his approval.
>
> II. Student Guidelines.
>
> Any student in the Division of Undergraduate Studies interested in formulating his own major may do so. The following guidelines must be considered:
>
> 1. A student must see his academic adviser and potential faculty sponsors to define and write a special major proposal.
>
> 2. The proposal should indicate whether the major is in humanities, social sciences, or science and technology; it should include a specific plan of academic study indicating how it satisfies the requirements. (The academic adviser reviews with the student his progress in meeting this requirement.)
>
> 3. Admission to each field of concentration requires a GPA of 2.5 in courses taken within that field.
>
> 4. Letters of support must be secured from two faculty sponsors (Assistant Professor level or above). They must be from the subject matter field chosen by the student.

5. Any alteration of the planned major must be supported by the faculty sponsors and communicated to the academic adviser.

III. Responsibilities of faculty sponsors.

1. The two faculty members concerned with a student's subject matter major must submit letters of recommendation after review of the content and details of a proposal.

2. Faculty sponsors work closely with the student providing guidance.

3. Faculty sponsors submit a progress report annually.

4. Both sponsors certify the student for graduation.

State University of New York-Stony Brook, James B. McKenna, Assistant Vice-President for Liberal Studies in the College of Arts and Sciences:

> Our liberal arts is a major just as chemistry or English within the College of Arts and Sciences. Open to all students, its sole requirement is that, after completion of the general University requirements, 60 credits in courses beyond the introductory level are required. These 60 credits may be chosen in any fashion by the student with the help (but no official control) from an adviser.

University of Notre Dame, Michael J. Crowe, Chairman of the General Program of Liberal Studies:

> The General Program of Liberal Studies is organized around the seminar, a two-hour discussion and analysis of the Great Books. The seminar meets twice a week through the six semester program. In addition, there are sequences of courses in literature, philosophy, theology, history, history and philosophy of science, and fine arts. The whole course of studies is integrated and taught by a staff of professors committed to the goals of undergraduate education in the liberal arts. Electives are available in the junior and senior years. Classes are small.

General Education and Specialized Education

No liberal arts major prepares a student for a specific function or job in society. This is not a deficiency; the liberal arts do not aim at any such specialized function. They aim at enlarging and disciplining the natural capacities and sensitivities of the individual. "We are all born men," Cicero said, "but we are not born human." To become human is a task for the individual; in this task liberal arts play an essential role. Liberal studies are supposed to be liberating studies: freeing us from a too literal comprehension of the works of the imagination, freeing us from a one dimensional, purely contemporary understanding of the present, freeing us from the stereotyped categories and the conventional wisdom of our society, freeing us from a naive view of the material world and our relation to it.

Learning does not stop with college. In our affluent and increasingly complex society, it is more and more being prolonged by postgraduate study. It is important, then to acquire the broadest possible nonspecialized base in the college years, to acquire a wide fund of information and appreciation and to develop those areas of analysis and interpretation of texts, of logical and lucid expression which are basic to any station in later life, for these are the arts of learning how to learn, the arts of disciplined inquiry and comprehensive understanding.

Broadness or generalities should not be confused with dillitantism, with a smattering of information about a dozen branches of knowledge. General education does entail acquaintance with the basic data and questions of a number of the major areas of learning, but this is only necessary to its primary goal. Primarily, it aims at developing the ability to discriminate what is factual from what is conceptual, what is probable from what is demonstrated, what is known from what is opinion, and what is beautiful from what is not, and why it is such. Aristotle summed up this by saying that the liberally educated man is a good judge of things in general in contrast to a specialist who is an expert judge about certain particular things.

Commonly, American colleges devote two years to general education and two years to a major. The General Program stands for a different organization, believing that general education must be integrated if it is to be successful - not just a little of that and a little of this; it believes that undergraduate specialization in the humanities has no advantage for livelihood or for postgraduate studies.

The Seminar

The most distinctive feature of the General Program and the primary instrument in the process of integration is the seminar. If learning is not simply acquiring information, filling the mind with facts reproducible on demand, it is because the student's mind is or ought to be alive. Learning is assimilation of information. It is a reactive process in which the receiver himself grows and develops through what he absorbs.

The seminar implements this process by requiring each student to form, express, and defend his own views in the dialogue with others or in a common quest for understanding. Twice a week for two hours, a class of 15 to 20 students with a faculty leader gather to discuss a great book. The leader raises questions about the text, but once underway, the discussion may take many forms: it may concern itself with trying to establish precisely what the author is arguing or where he has failed to prove his case; it may concern itself with more general questions which the author presupposes or does not establish; it may concern itself with comparing his views with those of works read earlier or with those developed elsewhere in the program. In any case, the student himself is a primary active agent, not the faculty member. By formulating his own views, either in agreement or disagreement with the author and with his fellow students, each is forced to relate all that he has read and learned in the seminar and elsewhere.

To avoid misunderstanding: the discussion is not primarily about the book, but about what the book is about. For example, several weeks are spent in the sophomore seminar in reading Plato's Republic. This is not enought time to allow intensive study of a most profound work of Western civilization, nor is this the aim. Although the student will learn much about the way in which Plato and the Greeks understood man and about political society, the main focus is to examine under the tutelage of Plato the issues of liberty and authority, censorship and communism, etc., perennial questions needing to be reanswered in every age.

While the program is not contemporary in the sense of offering courses in contemporary philosophy, contemporary literature, etc., its emphasis on the great tradition of Western civilization is not anachronistic or backward facing, for that tradition embodied in the great books is a great conversation. Not only do these authors take up each other's themes and respond to each other's position - Homer, Virgil, and Dante, Plato, Machiavelli, and Locke, Ptolemy, Copernicus, and Newton, etc. - but we in our turn cannot address them from our contemporary vantage point. We cannot but see in the Odyssey a quest for identity in the facing of the enigma of death in the actions of Odysseus. "One who is ignorant to the past is always a child," said Cicero, and the reflective assimilation of our tradition is from this point of view like a gigantic historical psychoanalysis in which we become aware of the childhood of our civilization so that it may not simply form us unconsciously, for, foremost in our world it will whether we are aware of it or not, to assimilate it knowingly is to free ourselves from a childlike parochialism.

Complementary Course Sequences

There are required course sequences in literature, philosophy, history, theology history and philosophy of science, and fine arts. Here, too, the classes are small. Discussion is encouraged and analysis of primary sources is the main object. Since all students will normally be taking the same subjects concurrently and will previously have read the same Great Books, integration of learning is enormously easier. Reference to other works or other classes facilitate the teacher's task since, unlike the usual collegiate course, he knows exactly what he can presuppose that all of his students have read or learned. The literature courses are not restricted to English literature, but deal with the range of world literature and of comparative literature.

The history of science sequence is unique to the general program. A liberal education which does not include education and science is not merely deficient today; it is unfaithful to the role science has played in Western civilization. The summary of the current conclusion of the sciences is likely to represent sheer factual data for the student not going on in science. For the humanities student, the normal approach to the study of any discipline is historically. Our experience is that far more understanding of the nature of scientific inquiry as well as of its cultural importance results from the study of the genesis of astronomy, chemistry, biology, etc., and from a survey of their contemporary form. Working from primary sources, the history of science sequence traces the role of observation, theory, and experiment and the transformation of world views wrought by scientific discoveries.

Some Distinctive Features

Sums are rarely greater than their parts. Yet, the General Program offers a number of combinations working toward this effect. A group of students and faculty do not make a learning community necessarily; a group of courses do not necessarily yield an education, at least not one which is integrated and each part seen within its context. Our means involve no magic. Rather, they consist in centering the program around a carefully constructed curriculum wherein the more advanced courses build upon earlier courses, wherein each course is integrated with the others and is taught by a teacher whose special interests combine with an enthusiasm for breadth of learning and general learning. Through this curriculum and by encouraging students to make an informed decision on whether to enter the program, a community of learners approaches realization. Not a community in which all share the same views, but in which many views are explored, defended, and studied, in short, a community in which the great conversations may be pursued with passion, sensitivity, and wonder.

Our past is not what it used to be. We live no longer in a Western civilization, but in a world civilization in which the rich sources of wisdom of the Eastern tradition can be neglected only at our peril. Because of this, the General Program has given increased attention to the classics of the Chinese, Indian, and Japanese cultures by integrating selected Eastern classics into the seminars and other courses of the program.

These are some of the aims of the General Program, a program which in its two decades at Notre Dame has offered students a distinctive and stimulating education experience. While the General Program is not for everyone, it does supply those who select it a relevant educational experience, not only to present needs and problems, but to those problems which already have been, are now, and will in future times be central to man's existence.

The General Program Courses and Specialization

Students considering entering the General Program sometimes worry that they will be unable to acquire an in-depth knowledge of one area which may be desirable as a preparation for graduate study or teaching. While one of the most important means of General Program education is to provide a broad education as well as an education in which each special subject matter is viewed in its relationships to other areas, this does not preclude a student from acquiring an in-depth knowledge of one discipline. Among the reasons is that nearly all General Program courses are interdisciplinary in character; thus, all or part of the content of a single course may lie in two or more areas. The Great Books seminars are striking examples of this, but the same is true for many other General Program courses - for these courses focus on real problems rather than being limited by the arbitrary confines of a special subject. Also, the essay tutorial is taught in from five to seven sections, each of which lies in one or more subject areas.

Oakland University, Frederick W. Obear, Vice President for Academic Affairs and Provost:

We are introducing "independent concentration" available to students within the College of Arts and Sciences. Rather than enroll in any specific, highly structured, departmental undergraduate degree program, students can now elect to follow the path of the independent concentration and, with the consent of an adviser, select a coherent set of courses normally not grouped together for a major. The student and advisers select the most appropriate programs and weave their way through the curriculum choosing the most meaningful programs of study.

A Bachelor of Art degree is awarded at the end of the program and the student's transcript is the only official document which carries a reference to the concentration that was constructed.

University of Oklahoma, Roy Troutt, Dean of the College of Liberal Studies:

The College of Liberal Studies offers degrees designed for adult students. Combining independent, directed study with intensive residential seminars of short periods, the adult can earn the Bachelor's and Master's degrees. The independent study is planned and directed by a professor from the general faculty of the University and the seminars of 1, 3, or 4 weeks duration are directed by interdisciplinary teams of 2 and 3 professors.

The program is unique in higher education, departing from traditional degree programs.

The curriculum is divided into four sections - each representing the equivalence of one year of college work. The student completes in any sequence area studies in social sciences, humanities, and natural sciences. The inter-area which follows emphasizes the interrelationship of all knowledge by integrating the three areas of study. Although each area is equivalent to one year's college work, the program provides flexibility allowing the student to proceed at his own pace according to his interests, motivation, ability, and time devoted to study. The average time of completion is four years.

Progress toward the degree is measured in terms of credit areas rather than credit hours. The credit area unit of measurement allows maximum flexibility in a student's program and enables the exceptional student to accelerate his work. All students must complete all phases of the Bachelor of Liberal Studies curriculum.

The college administers ability tests and sequential tests of educational progress to ascertain the educational achievement of each applicant. Rather than transferring previous credit hour courses into a credit area unit of measurement, the college recognizes knowledge attained in any manner.

Since the Program began in 1961, enrollment has grown from 75 to approximately 1500students; a total of 212 Bachelor of Liberal Studies degrees have been conferred.

(From another brochure.)

The Program gives the adult: better understanding of his own personality and potential; better understanding of the behavior of individuals and groups; knowledge of his and of other contemporary cultures; an historical view of man's development - social, intellectual, scientific, artistic, and religious; increased appreciation for some of the greatest literary, scientific, and artistic works of man; ability to read, interpret, and evaluate the works of scholars, and to understand the methods of investigation within the broad areas of humanities, natural sciences, and social sciences in depth and breadth to enable the student to understand relationships among those areas of knowledge; better understanding of the problems of man in the 20th Century, and of the probable direction and effect of political, economic, and technological change.

Guided Independent Study

Independent study integrates learning as it relates to the broad objectives of the program. There is not a mere sampling of knowledge from all fields, nor will the student be equally competent in all subjects. He is encouraged to achieve higher levels of competence in subjects of greatest interest to him as he acquires those central learnings which will help him apply knowledge to the solution of the central problems of man in the 20th Century.

Who Succeeds in the BLS Program?

The Program accommodates a range of academic talent. Students can take advantage of the flexibility of the program to move rapidly or slowly.

Regardless of prior learning and aptitude, the student who succeeds in the Program:

1. Is a self-starter with a sincere motivation to learn.

2. Works at his program of independent study seriously and continuously.

3. Is one who enjoys serious reading on a continuing basis and has a wide range of interests.

4. Maintains a regular communication with his advisor and takes full advantage of the student-advisor relationship.

Supplemental Program Services

Each student who enrolls in the Program receives the bimonthly BLS Newsletter. The newsletter provides current information needed by all students enrolled in the program. It supplements the continuous exchange of personal communication between the student and his advisor and between the student and the staff of the college. The newsletter contains information on all weekend residential programs, orientation, and advisement conferences.

Oregon State University, C. W. Gilkey, Dean of the College of Humanities and Social Sciences:

> We started our program in the fall of 1970. It is more of an individual major without special courses. We do have Russian studies and American studies majors with special courses.

Roosevelt University, George J. Dillavou, Dean of the College of Continuing Education:

> We are hoping that in addition to our present program, we will be able to develop the Bachelor of General Studies degree so that it can be completed without any residency requirements at all.

Seattle University, James E. Royce, S.J., Associate Dean, College of Arts and Sciences:

> The title of the degree is Community Services; it is an interdisciplinary program.
>
> This is a very new program growing rapidly and is very well received. It is aimed at undergraduates and is considered a terminal program.

University of South Florida, from a brochure describing the Bachelor of Independent Studies, Adult Degree Program

> The BIS Degree - A Profile:
>
> Numerous adults interested in higher education have often been unable to complete a college degree for a variety of reasons. Many interested in earning a degree have been frustrated by their inability to piece together enought course work or blocks of time required for the completion of a degree. The BIS Degree Program represents an opportunity for the mature adult to earn a bachelor's degree through study at home under the direction of faculty advisers, with only thirteen weeks required residence on campus.
>
> Offered by the College of Liberal Arts at the University of South Florida, and administered by the Center for Continuing Education, the BIS Degree Program enables an adult to enroll in a program which acknowledges relevant experience, and allows each individual to proceed at his own pace through the various areas of study that constitute the BIS Curriculum.
>
> The BIS Degree Program offers a liberal education via study of the Humanities, the Social Sciences, and the Natural Sciences. The Program is not an avenue for training in a vocational or technical sense. The BIS graduate, in other words, will not necessarily become an artist, a scientist, or a sociologist, but he will know something of the point of view of each, of the relationship of the various points of view, and of their relevance to the issues facing twentieth century man.

The BIS Degree - Major Goals:

Through reading, writing, listening, reflection, discussion, and other avenues of learning that constitute a part of the BIS Program, the adult student is expected to attain an appropriate level of understanding regarding:

(1) His own personality, problems, and potential.
(2) An historical view of man's development: social, intellectual, scientific, artistic, and religious.
(3) Other individuals and groups, and a knowledge of his own and other contemporary cultures.
(4) The Humanities, Natural Sciences, Social Sciences, and of their interrelationships.
(5) The probable direction and effect of political, economic, and technological change.

BIS Degree - Applicants

Should be twenty-five years of age or older.
Meet the same general requirements for admission to the University of South Florida as regular degree applicants, i.e. score at or above the sixtieth percentile on the Florida Twelfth Grade Tests or comparably on the College Qualification Test or other acceptable testing programs such as: College Level Examination Program (CLEP), American College Testing Program (ACT), College Entrance Examination - Scholastic Aptitude Test (SAT), or School and College Ability Test (SCAT).
Present acceptable academic credentials. High School graduation or equivalency is assumed.
Are able to provide sufficient reasons for being unable to dedicate a block of time as a resident to complete a regular degree program.

BIS Procedures

Admission to the University: In keeping with admission criteria given, BIS applicants must qualify for admission to the University of South Florida. USF admission-application forms may be obtained from the BIS Office, but must be submitted to the Admissions Office.

Admission to the Adult Degree Program: The applicant also completes a BIS-application form which requests extensive information regarding the applicant's study, work, avocational experience, and motivation.

The USF Director of Admissions rules on the admission of an applicant to the University. Authority to accept or reject applicants for the BIS Degree Program rests with the BIS Screening Committee. Those admitted will receive a letter of notification signed by the Director of Admissions and the Director of the BIS Degree Program.

Diagnostic Testing & Evaluation: Once admitted to USF and the BIS Degree Program, all candidates are required to take a number of diagnostic tests.

These test scores will be used by advisers as guidelines for suggesting the initial area, level of study, and pacing of study for the individual student.

Local students may take the diagnostic tests on campus. Off-campus students will be furnished information regarding off campus testing procedures by the BIS office.

The diagnostic battery will consist of three tests in Reading, Science, and Social Studies from the Sequential Tests of Educational Progress published by Educational Testing Service. College norms will be applied in interpretation

Advising, Orientation, and Enrollment: Systematic advising will be an integral part of the candidate's experience throughout his student career. Initially, advising will be based on past records, interpretation of the diagnostic test battery, data contained within the BIS application form, and information accumulated through communication with the candidate.

BIS officials will thus help the individual identify his strongest area (Humanities, Natural Sciences or Social Sciences) and will encourage him to enroll in that area at the outset.

As the BIS candidate progresses through the Curriculum, his advisers will add to and will have continuous and ready access to his cumulative master file.

Advising, orientation, and enrollment may be accomplished on campus by individuals by appointment. Group orientation conferences, on the other hand, are scheduled on-campus from time to time for the enrollment of new students, and for the benefit of students who did not have an opportunity to attend an orientation conference prior to enrollment. Off-campus students may complete advising, orientation, and enrollment by following off-campus procedures furnished by the BIS office.

Enrollment in any of the three initial areas of study (Humanities, Natural Sciences, and Social Sciences) involves two major phases:

(1) enrollment in a course of guided independent study, and
(2) after successful completion of an area comprehensive examination, enrollment in a matching area seminar. See curriculum description for more detailed explanation of the two phases of study associated with the four areas (Humanities, Natural Sciences, Social Sciences, and Inter-area Study).

Commencement: On successful completion of the four study areas and on recommendation of the BIS Advisory Council, the Director of the BIS Program certifies the candidate to the Dean of the College of Liberal Arts who will make the formal recommendation that the Degree be conferred. BIS degrees are conferred at regular graduation ceremonies of the University.

BIS Curriculum

Areas of Study: The Curriculum is divided into four parts. The first three areas - Humanities, Natural Sciences, and Social Sciences - come in no necessary order, being rather free-standing units of considerable breadth and scope. Study is not predicated on the basis of a disciplinary major as is the base with the usual baccalaureate degree. Rather, it is based on an extensive and integrated coverage of the main issues and fundamental information pertinent to all of the fields within these three rubrics. A graduate of this Program enjoys the advantage of breadth and perspective, with the obvious sacrifice of specialized depth in a single discipline.

Perhaps the best way to illustrate the breadth and scope of study typical of the BIS Program would be to survey the various fields clustered within a given area of study:

The Humanities - includes study of such fields as the fine arts, philosophy, language, and literature.

The Natural Sciences - includes study of the physical sciences, biological sciences, and earth sciences.

The Social Sciences - includes study of anthropology, history, political science, psychology, geography, sociology and economics.

Inter-area Studies - The student who undertakes the Inter-area Studies has already completed the first three described above, although not necessarily in the order given. The fourth area or Inter-area Studies is a capping experience comprised of integrative study involving cross-disciplinary problems or issues. Scholarship and research in this fourth area require the student to apply the point of view of the Humanist, the Social Scientist, and the Natural Scientist to selected issues of historical or current significance.

Phases of Area Study: Each of the four areas is comprised of two major phases of work - guided independent study and an area seminar.

Guided Independent Study. This will be the first phase of work for all four areas of study. Following enrollment, the student proceeds through an area under the guidance of a faculty adviser who furnishes directions relative to reading assignments, methods of reporting, and other study projects. The student working at home progresses at his own pace utilizing whatever time he has to apply to his studies. During the period of guided independent study, the student is required to have a minimum of one contact per month via mail, phone, or personal visit with his adviser. There are no maximum number of contacts. When the student and his adviser feel that he has attained adequate competence in the area of study, the student is invited to take an Area Comprehensive Examination.

Area Seminar: After successful completion of the Area Comprehensive Examination, the student is admitted to an appropriate area seminar. Companion seminars for the first three areas are three weeks in duration, with the fourth area seminar consisting of four weeks. On-campus housing will be arranged for enrollee

An area seminar will be a period of intensive residential learning under the direction of a team of outstanding USF faculty members.

Normally a student will be required to complete the guided-independent-study phase of an area before being admitted to the companion-seminar. Arrangements may be made, however, to allow selected students to enroll in a seminar before completion of the companion independent study phase provided said students are involved in their first area of study.

Other Program Features

Flexibility: The BIS Degree Program does not involve credit hours, specific courses, and semesters or quarters. Some major aspects of the Program's flexibility are:

1. There is no one enrollment or admission date. There are as many enrollment dates as there are enrollees. Structuring by dates is limited to seminars.
2. Orientation Conferences will be scheduled from time to time on the basis of need.
3. Sequence of area study is based on individual ability, allowing the student to begin in the area of greatest strength.
4. The rate or pace at which one may proceed is based on the individual's experience, previous course work, and the amount of time that he can devote to study. Hence, a candidate may possibly complete degree requirements within a range of from two to eight years.
5. Mobility between the independent study phase of an area and the companion seminar will be encouraged for selected students enrolled in their first area of study.
6. Organizational flexibility is an essential counterpart of program flexibility. The BIS Degree Program is administered by the USF Center for Continuing Education, is academically responsible to the Dean of the College of Liberal Arts, and draws upon the University faculty at large for its academic staff.

Structure: While affording flexibility in recognition of student needs and work or domestic responsibilities, the Program embodies an appropriate degree of structure to furnish sufficient direction for the student and insure integrity for the degree. Some major structural features are:

1. The student and his adviser chart a course of study based on a diagnostic and evaluation profile.
2. The aims, methods, and curriculum of the Program are clearly defined in a handbook furnished each student.
3. The Curriculum is under the supervision and direction of an Advisory Council which is composed of distinguished and concerned USF faculty members and academic administrators.
4. Student progress is carefully charted by the individual adviser and by the seminar faculty.
5. Insights gleaned through independent study will be structured through seminar interaction between students and faculty, and students.

Fees:

Admission	$ 10.00
Diagnostic Testing & Evaluation	50.00
1st Area Enrollment	
Independent-study	250.00
Seminar	250.00
2nd Area Enrollment	500.00
3rd Area Enrollment	500.00
Inter-Area Enrollment	
Independent-Study	250.00
Seminar	300.00
Total*	$2110.00

*Please note that the fees listed do not include such additional expenses as books, travel, and living expenses during seminars.

Transcript Notations: Applicants who have completed work on the college, university, or junior college level should not expect to apply credit hours as a substitute for any phase of the BIS Curriculum. All applicants must complete all phases of the Curriculum. The only recognition of previous coursework will be in terms of the pace at which an applicant proceeds. On completion of a phase of the Curriculum, the BIS candidate does not receive credit hours. Instead, a notation is entered on his USF transcript attesting to the satisfactory completion of a given phase of an area of the BIS curriculum.

Southwestern University, F. Burr Clifford, Dean, College of Arts and Sciences:

A new program has been adeopted for an interdisciplinary degree; it is characterized by its design as a complete interdisciplinary program in which several departments have combined their resources to present a distinctive sequence of courses.

It is impossible now to estimate the popularity which the program will have, but it is being developed specifically to meet the need of an expanding interest on the part of our students in international studies.

Syracuse University, Thomas F. Cummings, Jr., Assistant Dean of the University College:

We believe firmly that there should be a way for mature people to achieve a breadth of knowledge and understanding about themselves and their fellow men without attending courses night-after-night, year-after-year. For those who are able and have the energy to commute regularly, a Bachelor's program would normally take at least eight years to complete. The University College, recognizing these problems, has developed a nonresidential, noncommuting program based on the belief that many adults have the capacity, desire and stamina to pursue a course of directed independent study. A person working full-time at the program can expect to earn a degree in four years. The degree program

requires work at each level in the four broad liberal studies areas of humanities, mathematics, social science and science. Work in each area was developed by asking the question, what are the key concepts and key issues appropriate for adults? The selection process, therefore, attempts to assess the pertinence of each adult applicant's former and informal experience to this specially designed program.

The human element is important. Evidence is found in this adaptable and flexible curriculum; self-motivated learning and learning acquired primarily through informal educational experiences are considered. People sensitive to the world of thought and action around them have acquired knowledge and skill through intensive and extensive commitment to and immersion in community affairs. Such persons are able to demonstrate their competence for each content area and move on to the next level of the program.

The student's contact with his advisor and his instructors while away from campus is maintained in a variety of mutually agreed upon ways, such as by mail, phone or tapes. Visits to the campus can also be arranged. Experience shows that a high degree of flexibility and ingenuity characterizes such consultations.

Selection Process for the Bachelor's Degree Program in Liberal Studies

To be considered for admission one must complete a formal application. The Admissions Office will confirm a weekend date, for a two-day visit to the campus to be interviewed in depth by members of the faculty. At that time the applicant will also take a battery of specifically designed tests required for admission.

The interviews allow the faculty to: 1. Recommend with reference to the candidate's eligibility for admission to the program, and 2. Provide data for possible advanced placement in particular areas of the program.

For the applicant the interviews provide an opportunity: 1. To talk with the faculty about the program, and 2. To decide whether this program meets his needs and interests.

The object of the testing is to select students with: 1. High scholastic aptitude; 2. A superior command of written and oral language; 3. A lively and skillful interest in reading at varying levels of difficulty; and 4. A capacity for successful independent study.

Degree

The satisfactory completion of the degree program qualifies the student for the Bachelor of Arts degree in Liberal Studies. The student is instructed and guided towards self-study in humanities, mathematics, social science and science. The program was not designed for a major nor is it possible to select a major in the usual sense.

Area Selection

The curriculum is structured so that each student is allowed to select a specific number of areas to study each academic year. For example, a student may undertake from 1 to 4 areas with two areas being the recommended minimum the first year; one area either humanities or social science, and one area either mathematics or science.

Each adult completes or is registered for all four areas before he proceeds to the next level. The faculty counsels each student and recommends the work to be taken each academic year.

Advance Placement

Credit may be given for what a student already knows if this knowledge is relevant to the content of the program. If he satisfies certain requirements he can accelerate.

The Curriculum

After being placed at the appropriate level in the program for each content area, the student begins self-study in the four content areas. Extensive reading is required, and written and oral examinations determine the progress. In the upper level some latitide is allowed so that students may pursue an interest in greater depth. In science courses the student is supplied with "take-home" laboratory kits with which to conduct experiments. He is expected to analyze them in written reports.

Grading System

No attempt is made to count credits; there are only two grades - pass or fail. During the program advisors and instructors rely more heavily on a continuing evaluation of the student than on traditional examinations. The evaluation determines how the student uses the information he is acquiring, how he solves problems with it rather than checking on how many raw facts he is learning.

Graduate Degree Work

The graduate school of Syracuse University will consider any candidate who has a Bachelor of Arts degree in Liberal Studies.

Age Background and Geographic Distribution

Age and geographic location have no bearing on acceptance to this program. Because this is primarily a nonresidential, self-directed study program, students come from many geographical areas. Students are representative of varied backgrounds and vocational pursuits. Their ages range from 24 to 65.

From the Committee's Report Proposing the Establishment of the General Education Program for Adults

...man can help himself through education and education for adults should therefore be made accessible. It holds further that a program of liberal education is most likely to be of help, not because it provides the answers, but rather because it can provide the knowledge and insights through which the individual may find purpose and self-fulfillment and the courage to choose from among diverse alternatives, his own value structure, his own mode of thought in life. The committee believes finally that a growing number of adults will not only discover the need for such a program of education with increased leisure and wealth, they will also have the time and means for pursuing it.

Informal Statement by Mr. Cummings

Interest continues to be very high. We receive about 5,000 inquiries a year, about 120 applications, and admit about 55 students. Costs are high to the student - $1,500 plus travel, board, etc.

The program is one that the faculty describes as "a better education than we give our resident undergraduates." We are experimenting with a more flexible third and fourth year. We believe the trends of the future do favor extramural, high quality degrees available via independent study.

From "LINK", January-February, 1971, Volume 21, Number 4, page 1. (student, faculty staff newsletter of University College, the continuing education college of Syracuse University.)

UC students now have the chance to qualify in only four years for a full Bachelor's degree in Liberal Studies. Designed under a grant from the Carnegie Corporation, the Independent Study program was started four years ago and graduated its first class in June, 1970.

The program itself requires work in Humanities, Mathematics, Social Science and Science. These are not just regular undergraduate courses; they are especially designed for the mature adult who has lived a little and knows something of the world, and consequently are more flexible in their approach. The courses try to coincide as much as possible with the experiences, knowledge and needs of the student.

Applying for admission means filling out a written application plus a personal interview and testing session that covers a weekend. For more complete information on application procedures, a brochure may be obtained from Tom Bensel, director of the program, at UC.

Depending on the amount of Federal funds to be awarded to the University, students may be able to get financial aid under the National Defense Education Act Loan up to $1,000 per year. This will be more definite at the interview weekend. More information on veteran's benefits, costs and tuition ($1500 per level) is contained in the brochure.

Upon successful completion of the program, the student will qualify for a Bachelor of Arts degree in Liberal Studies. There is no "major" in the usual sense of the term, and it would take slightly more work to obtain a degree in a specific field (like Business Administration).

Advanced placement is also built into the program. Previous knowledge of a certain subject-whether gained in school or by first-hand experience-may qualify a student to by-pass a certain level and go on to the next. Whether he can do this or not is determined by faculty and evaluation tests.

The Humanities curriculum provides opportunities for the enjoyment of literature, music and the fine arts, and helps the student to better understand the differing idologies and value systems of modern times.

Assuming that most students aren't interested in technical skills, the Mathematics program seeks to sharpen critical ability, provide methods of constructive thinking, and help the student to relate mathematics to the other sciences and to the humanities through an historical look at the development of mathematical concepts.

The Social Science program includes social psychology, anthropology, sociology, geography, economics and political science, with the aim of helping the student to better understand man and society.

The Science program gives the student a chance to use the scientific findings in his own experience, to interpret natural phenomena, and to understand some of the methods employed by science.

The only grading system used by the entire program is Pass-Fail. Instructors are more interested in the use of knowledge than the memorization of raw facts.

The total time a student must be on the Syracuse campus is 24 days, including a 3-week seminar in June and then two 3 day weekends (one in the fall and one in the spring). There are also optional seminars held throughout the year (June to May) in the Northeast and Widwest.

The faculty of the Independent Study program includes some of the finest professors at Syracuse University....

In the Commission's report citing the need for a new program in general adult education, it talked about the feelings of alienation, frustration, confusion and apathy that plague so many people when they confront the "bigness" of everything in this technological, computerized age. But the Commission also maintains that this need not be the case, that a liberal education can, in the words of the Commission, provide the knowledge and insights through which the individual may find purpose and self-fulfillment and the courage to choose, from among diverse alternatives, his own value structure, his own mode of thought and life.

Utah State University, Marlin Nelson, Assistant to the Dean of Humanities, Arts and Social Sciences:

> While Utah State University does not have a general studies program, it has been developing degree programs that are not strictly traditional.
>
> The Bachelor's degree in Liberal Arts, for example, has three curricula leading to degrees in (1) Main Currents in Western Civilization, (2) Languages and World Literature and (3) Science and Philosophy.
>
> Liberal Arts: Main Currents in Western Civilization
>
> Requirements for the degree: two years of a foreign language, a concentration of 40 credits in either history or literature and 15 credits in the one not chosen for concentration, 14 credits in philosophy and 15 credits in one of the sciences or mathematics.
>
> Liberal Arts: Languages and World Literature.
>
> Requirements for this degree: 39 credits in foreign languages, 40 credits in literature and 30 credits in philosophy.
>
> Liberal Arts: Science and Philosophy
>
> Requirements for this degree: two years of a foreign language, a concentration in either mathematics and physical science or in biological sciences, 30 credits in history, philosophy and literature.

Valparaiso University, Richard Baepler, Dean of Christ College:

> Our general studies is confined to the Honors College, Christ College. The program is small, consisting of about 150 students. These students may create, with the help of an adviser, an interdisciplinary program that has coherence. A faculty committee passes on these programs. Relatively few students take this opportunity. Much more frequent is, however, independent study work (the equivalent of a course) and certain tailoring of programs involving waiving of the requirements in the interest of pursuing other work. While we try to stay within the spirit of the university requirements, it is possible for a student to meet those general requirements - the year of science, another in social science and a third in the humanities and a fourth in theology. Most students do more work in each of these fields in addition to the major.

Vanderbilt University, Elton Hinshaw, College of Arts and Sciences:

> Our General Studies Program is simply an interdepartmental major. Students must meet the same requirements as all others. (He then refers us to the catalog of Vanderbilt University.)
>
> The interdepartmental program of concentration provides for concentration in three related fields totaling not less than 48 hours with the work

approximately evenly divided among the three fields. Such programs shall be well integrated with courses intellectually related and with the amount of advance work proportional to that in a program of concentration consisting of a major field with related work. A student who wishes to develop such a program first discusses it with his adviser and then consults with the departments concerned. When the program has been sufficiently defined, he presents it to the Dean and if approved by the Curriculum Committee, the Dean will appoint a member of the faculty to serve as the student's adviser for the program.

University of Wisconsin - Green Bay, John R. Beaton, Dean of the Colleges:

(Dean Beaton says there are four theme colleges as follows: Environmental Sciences, Community Sciences, Human Biology, and Creative Communication. Students are allowed to work in ten concentrations, really interdisciplinary work, in the following main majors: Environmental Control, Ecosystems Analysis, Regional Analysis, Urban Analysis, Modernization Processes, Human Adaptability, Population Dynamics, Growth and Development, Analysis-Synthesis, and Communication-Action.)

Additional Programs Not Reported

Information from the Claremont Colleges System:

Claremont Men's College is a private liberal arts school for men offering a bachelor's degree. Its enrollment is about 850. It offers interdisciplinary and individual majors - the latter must be accepted by the curriculum committee. More than 30 of the 140 bachelor degrees granted spring term 1970, were interdisciplinary or individual programs. This was the first year such degrees were approved. A student may enter the programs at any time and meet the same performance levels, gradewise, as other students. They are advised by the department heads and faculty. Thirty-two courses are required in four years and 2.0 average for graduation. There are no specially developed courses for these programs. Independent study, a senior paper, mathematics (1 course), two years of language and laboratory courses are required. Eight or more of the 32 courses are elective. The programs are for full-time, day students. Fifty to sixty percent of the graduates attend professional schools; about one-fifth work immediately after graduation.

The Claremont Colleges Graduate School initiated in the fall of 1970 a Master of Arts Degree in Liberal Studies. After a three-year trial it is expected to become a permanent graduate department. Each enrollee pursues a self-directed course of study. The program is designed to link experience and the academic setting, to enable its students to work with faculty from the six Claremont Colleges, to expose participants to the sophistication of others in the program and to provide an opportunity to "expand and renew former intellectual competence."

"Continuing Education for Adults" described the Claremont Master's Program this way:

For a number of years the Center for Continuing Educations of the Claremont Colleges has sponsored two year-long liberal arts seminars entitled Colloquium I and Colloquium II. Colloquium I is concerned with changes in knowledge and culture since World War II. Colloquium II is a study of concepts likely to help shape the world of the future. Each Colloquium meets for two-and-one-half hours at least twice a month and is limited to 20 people who have been away from formal education for at least five years. Instruction is at the graduate level although a bachelor's degree is not a prerequisite.

Last September the Claremont Colleges inaugurated a Master of Arts in Liberal Studies program and incorporated the Colloquia as an integral part of the total design. This is a part-time program initiated primarily but not exclusively for adults. It is open to individuals who want to expand their professional or technical backgrounds or resume serious study in the liberal arts as well as to people who wish to move directly from undergraduate programs to an interdisciplinary graduate program. The curriculum is highly personalized. A Master's thesis and the two Colloquia are the only set

requirements. Each student will develop an individual program of study drawn from existing courses at the Claremont Colleges, specially designed ones, and independent study under faculty guidance.

The M.A. in Liberal Studies has been in the planning stages for the past three years and will be a pilot program until 1973. Until that time only 10 students will be admitted each year. This arrangement should have the advantage of assuring the individualized nature of the program and preventing the Colloquia from being totally subsumed into a degree directed activity.

This M.A. program is under the supervision of the interdisciplinary faculty committee from the Claremont Graduate School with the close cooperation of the Center for Continuing Education. For additional information contact Mrs. Elizabeth Cless, Director, Special Academic Programs, Claremont University Center, Center for Continuing Education, Claremont, California 91711. ("Continuing Education for Adults," ERIC Clearinghouse on Adult Education, Syracuse University, Syracuse, New York, No. 158, March, 1971)

John Muir College offers two alternative special studies projects to regular course requirements. Both must have the approval and supervision of faculty adviser as well as the approval of the Provost or his agent. (1) A student may choose a theme or concentration which requires his choice of 12-15 upper division courses. He must take one 4 unit 199 course in which he writes a thesis on the relationships of the courses he has studied. (2) This program centers around independent research or creative work. The student is advised to get some general education first and do some course experimentation in a number of areas. Then with an adviser's approval and approval from the Provost's office he moves into independent study or creative work. He may choose Muir 199 for 4, 8, 12 or 16 units per term. He may choose other departmental 199 courses for no more than 4 units per term. The special project phase may be started at any time, but experience shows it may be best to start in junior year. The student must present a written description of his project in advance for approval. It should have roughly the equivalence of 15 ordinary courses. One four unit course must be taken to prove one's ability to carry on independent research. No more than 16 units of independent study may be taken per term.

The degree of students in these two programs states that the student completed "A Muir Special Project with Special Studies in _____." Such a concentration may not fulfill the requirements for California teaching certification.

At Scripps the core curriculum is interdisciplinary in Humanities. Each student must complete 12 seminars (or half courses) in this core curriculum to qualify for a degree. Four seminars are taken in the freshman year. After the freshman year, a student must complete at least one additional seminar in one Ancient, Medieval-Renaissance and Modern-Contemporary Periods and one in Modes of Knowing (methodology). Four additional seminars may be chosen to complete the 12 required. Lectures and independent study may be substituted for seminar work. Survey courses are not offered.

Humanities seminars help the student to select a "field of concentration." There are no departments, rather fields of interest. Extensive writing and reports are required and assistance is given by tutors who are also available for Humanities. The 12 courses in Humanities are less than one-fifth of the 32 courses necessary for a Scripp's degree. There is a close relationship of each student with a faculty adviser. Scripps is a private liberal arts school for women and one of the Claremont Colleges. It offers a bachelor's degree on the semester plan. Enrollment is approximately 600 (mostly women).

State University of New York at Brockport

The State University of New York at Brockport has inauguarated a program in 1971.

The curriculum is divided into the humanities, natural science, social science and an integrating area. Each area includes a period of individual study, a residential seminar and a culminating project. Placement within each of the first three areas is partially determined by scores on area comprehensive examinations. In addition the Brockport plan includes an Enrollment seminar in which students study the adult learning process with emphasis on problems they might encounter as returning students. Reading and study skills as well as individual assistance in preparing for academic study are included.

There are options for completing the course work within each content area. These include combinations of independent study under faculty direction, on-campus courses, University of the Air television courses, and correspondence courses. Students may utilize the resources of all units of the SUNY system as well as other colleges and universities. For the present the residential seminars will take place at the Brockport campus although plans for the future include additional residential centers in other parts of the state. ("Continuing Education for Adults," The ERIC Clearinghouse on Adult Education, Syracuse University, Syracuse,New York, No. 155, 3)

The Chronicle of Higher Education described Brockport's program: A program that allows students to work out a personalized academic major has been developed at the State University of New York College at Brockport. Under a "contractual liberal arts major" program, any student whose educational aims do not fit the college's conventional majors may petition a faculty committee with a plan for a major, including independent study and courses offered by institutions other than Brockport. Students will sign up for the contractual major after their sophomore year, and 25 to 30 students are expected to participate when the program begins in January.

Ohio University

Ohio University has a Bachelor of General Studies program featuring a student designed curriculum, allowing a broad range of course choices, and little advising. Also, the Cutler Program is an Honors College program administered by the University College of Ohio University. This program is student designed with the approval of his adviser.

Ohio State University

Ohio State University has a B.L.S. program under consideration. The students have indicated a desire for a strong advisory component, a "different" kind of curriculum and off-campus experiences.

Stanford University

Stanford University has a "reformist" program called the Student Center for Innovation in Research and Education. It is in its third year of operation and in that time has involved more than 500 students. The Center helps each student decide what he wants out of his education, helps him develop a course of study, find a faculty sponsor and arranges for him to get academic credit.

The Center is run by a director and a policy board of five faculty members and six students. This board screens all course proposals. Students have begun the study of seldom taught languages, have studied the Haight-Asbury Free Clinic and Sweden's Labor policies. (Los Angeles Times reported in Lansing State Journal, Lansing, Michigan, July 15, 1971, p. B-7.)

Columbia University School of General Studies

The program at Columbia is not a degree program, but actually a flexible major in the College of General Studies, which is interdisciplinary in character. The Urban Studies Program, for example, is under a Director, Urban Studies Program, Dean of School of General Studies and responsible to the President. A student may enter at any time. The program requires only faculty, counselor or principal recommendation. Requirements are the same as for majors in the School of General Studies. 75 students were enrolled fall, 1970. Retention procedures are the same. An A, B, C, D, F system is used. A student declares a traditional major but his program is more flexible. Three special interdisciplinary courses have been developed: Introduction to Urban Studies, the Politics and Economics of Cities and Colloquium in Urban Studies. Requirements include two years of one language, two terms of math or science; independent study is allowed in the last year. 12 credits are required from: Statistics, Introduction to Urban Studies, Colloquium in Urban Studies, Politics and Economics of Cities. Both day and evening students, full or part-time are enrolled. Students may transfer to other programs. No teaching certificate is available. Faculty 100% (only 3) interdisciplinary; they are favorable to the program and include both junior and senior faculty. 22% of students in School of General Studies are minority; 40% are minority in the Urban Studies Program. Students graduate as majors in a traditional subject with a "concentration" in Urban Studies, so have no trouble getting into graduate schools or jobs. 70% attend graduate school; 30% go into jobs.

A Sampling of Recent Statements on General or Liberal Studies

Earl J. McGrath, "Bring Back General Education," Change, New Rochelle N.Y., Sept. 1972, pp 8-9.

In an important article Earl J. McGrath, Director, Center for Higher Education, Temple University, discusses the importance of general studies. ..."General education consists of the corpus of knowledge, the complement of intellectual skills, and the cluster of personal traits and attitudes which all human beings, regardless of their special interests or occupations, must have to live a civically enlightened and a personally satisfying life."

He cites a growing dissatisfaction among academics with things as they are. Established interests are being challenged "on the basic purposes of teaching and research and the proper relationships between learning and living. Some of the clearest voices urging our citizens to reexamine the quality of life today are scientists who earlier were the most intransigent opponents of the whole concept of general learning. Some like Rene Dubos, the celebrated bacteriologist, argue that the citizenry now must make important value decisions concerning the kind of society they want and to do so will have to be more broadly educated not so much in the esoteric lore of science itself, but in respect to its human consequences."

"Two eminent scholars, one in philosophy [Abraham Kaplan] and the other in psychology [Abraham Maslow] have spoken out strongly against the overspecialization which now exists in their disciplines and the devitalizing remoteness of learning from life. ...They are arguing for a hierarchy of values in the body of knowledge determined by relevance to the problems of life rather than to the rest of the body of knowledge."

Students, too, "reject the idea that one must pursue long sequences of esoteric specialized instruction in each of the related disciplines in order to come to grips with the sociological, political, psychological, and ecological problems of our times. They want to attack these problems by bringing knowledge to bear on them in a unified and integrated rather than a fragmented manner."

Study should be "organized around the problem to be solved," should "begin with real situations;" knowledge "ought to grow organically," and interest and effort [should] arise "out of the learner's advancement from the familiar toward the unknown, from the concrete to the abstract."

American Institutes for Research, "Progress in Education: A Sample Survey (1960-1970)," in EDUCATION USA, Washington, D. C., Aug. 7, 1972, p 229.

The American Institutes for Research in a recent study found a "definite trend toward a later decision on occupational choices." They also found students' job choices moving from "the more materialistic careers" toward "careers with social relevance." Today's students are "much less concerned than their 1960 peers about a high salary, job security, and long-run advancement and are more interested in freedom to make decisions and in finding 'work that seems important to me.'"

Nicholas S. Thompson, "The Failure of Pluralism," Change, Oct. 1971, pp 30-31.

> The proper function of the University is conceptual innovation. The university's primary responsibility is to generate and disseminate new and better ways of thinking about nature, society and personal experience....The beliefs of the professor should be the transient attempts of a disciplined mind to integrate the conflicting ideas and facts which are being brought to bear on him or her at a given time. ...the role of the students in a university should be to compare, analyze and even to challenge the belief system to which they are exposed. From the activities of the university, society should gain a full, more accurate, more timely understanding of the world....a university should strive to put persons in harmony with reality....The test of an activity ....is not whether it accomplishes good directly, but whether the activity brings the individual closer to an understanding of some object, process, or experience.

Community Development Division of NUEA, Our Urbanizing Society: A Search for Perspective, Michigan State University, 1971, p 7.

> ..."Education basically is change: change in knowledge, skills, attitudes and relationships of individuals, which in turn becomes the basis for changes in the way problems are understood, the way planning is done, the way decisions are made, and the way action is carried out."

Robert Earle, "The Student and His Major," Chronicle of Higher Education, Dec. 1971, p 17.

> Mr. Robert Earle, a senior majoring in English at Princeton University expresses his belief that "It might be not only beneficial but also interesting, for a physics major to know exactly what effect the discoveries of Galileo, Newton, and Kepler had on poetry. And the political science major familiar with St. Augustine's well-substantiated thesis that Rome feel partly because of obscene theater which eroded the citizens' moral fiber might think twice when he passed through a city's pornographic film district.
>
> A broad base of general knowledge is essential to genuine understanding, and geniune understanding is essential to communication, which is the hope of the future.
>
> To seize one more example, the notion of taking a big state university and giving it one campus for agriculture, another for teacher preparation, and another for liberal arts is patently the wrong way to do things. Out of sight, out of mind: and nothing should be out of the mind of the undergraduate.
>
> Room the farmer with the philosopher, the teacher with the preacher. Make them all sweat in the same gymnasium, share towels, and borrow each other's soap.
>
> A man is a man and a student is a student. The university that makes a man of the student and a student of the man is doing its job. But if man is going to be successful on this earth, he is fated to be the student of more than a single department.

Maxwell H. Goldberg, Design in Liberal Education, Jossey-Bass, San Francisco, 1971, passim.

Maxwell Goldberg in his book answers the question, what is a liberal education for?

1. It helps the student to accommodate the chaos of the new, shape it to constructive purposes, and use it for the enduring good of society.

2. It offers a means of integrating knowledge through the concept of wholeness, or the recognition that human beings function as integrated units and not as aggregates of parts.

3. It leads the individual to a break-through or emergence of his inner self.

4. It develops a curriculum which instills the concept of wholeness as a general attitude, intellectual style, and habit of mind.

5. It develops not only the cognitive and esthetic aspects of the personality but the ethical as well.

6. It sensitizes to the need for continuing education to keep the whole person active throughout life.

7. From the cultural heritage, it seeks to develop sensitivity to creative change.

8. It seeks to develop wholeness from the conflicts between rigid discipline and permissiveness.

9. It helps the student to fulfill his inherent tendency to shape objects, destiny, himself by guiding, nurturing and encouraging the creative impulses.

10. It provides a framework in which today's urgent problems can be seen in a fresh perspective, a carefully structured design in which all parts have purposes, and all purposes are related to the single, pervasive end purpose of the whole man.

Sydney J. Harris, "Strictly Personal," The State Journal, October 11, 1971.

If, this June, your son received a Ph.D. degree in aerospace engineering, half of what he knows when he graduates will be obsolete in ten years. For fully half of what he needs to know for the next ten years is completely unknown today.

This "obsolescence of knowledge," especially in scientific fields, is changing the whole idea of what constitutes a "good" college education. And it reaffirms those of us who have been saying for a long time that learning how to learn is the most important part of education.

The real reason that vocational and "specialist" training is largely pointless today lies in the rapid outdating of so much technical knowledge and skills. Even our newest profession - that of programming computers - will soon be obsolete, when the computers are built that will program themselves.

What the new society of the future calls for are versatility and flexibility and creativity. These cannot be learned in a technical sense; they are part of a liberal education, which teaches men and women how to think, not just how to put things together and make them work. The new machines will be able to put things together much better than people can.

It is no accident that, for the first time, the prestigious Massachusetts Institute of Technology has appointed a president who is neither a scientist nor a technician. Or that business schools, such as those at Harvard and Columbia, have shifted their emphasis from the technical aspects of business administration to a broader program in liberal arts.

In a recent talk, Dr. Arnold Ducoffe, director of Georgia Tech's School of Aerospace Engineering, remarked that this obsolescence of knowledge is the big reason that today's engineering schools no longer stress the "mechanical," but rather the "philosophical" elements in science - not how to do something - but why something is true. If we learn the reasons behind phenomena, then we can cope with changing conditions.

Our pressing need is for men and women who can adapt to needs and acquire skills that are barely on the horizon today. More and more, the function of the specialist is being taken over by the machines; it is the "generalist" who can make decisions based on an imaginative projection of the future, we so desperately require to keep the wheels turning.

In the past, the average man would change his job three times during his lifetime. In the future, we are told, the average man may have to change his vocation three times during his lifetime. Unless he learns how to learn, in a philosophical sense, the specialist may become a dropout from the economic community.

Dr. Lawrence E. Taliana, Perspectives (a journal for AGLS), Vol, No. 1, pp 37-38

Few, I think, would argue with the notion that the best way to prepare our students for life and the world of work is to educate them so that they may learn how to learn. Learning from all indications is to be a life-long process. The notion that we can prepare for a career and rest upon that for the remainder of our lives is not consistent with the real world. As a result, it becomes even more important for general education to provide the kinds of experiences that would lead to flexibility and maximum alternate routes to new careers and professions throughout one's lifetime. Learning how to learn, the development of flexibility, being skilled in human relations, learning how to be aware of what's happening about him or her, and in general,

development of an individual who is capable of coping with change is the type of educational experience that is desirable. I think this is the sort of thing that Toffler speaks about in Future Shock. Many businesses and industries do not rely upon formal training in a discipline but prefer to train individuals on the job. Realizing this and in keeping with the points just mentioned, the academic community must become more involved in the society around it. I think there is evidence around us that the University community is becoming aware of this. But the old outlook is still an immensely well-fixed attitude in the faculty as a whole. This must be overcome. If institutions of higher education are to survive, this societal characteristic must be recognized.

Lewis B. Mayhew, "Jottings," Change, Jan-Feb., 1971, p 65

Lewis B. Mayhew asks the question: In what direction is educational change heading? The most common trends involve "student-centered programs, curricular flexibility and attempts to provide for individual initiative, while maintaining curricular excellence." Curricular reform involves such elements as "independent work, close relationships with faculty, intermedia effort, focus on problem solving and great flexibility and personal freedom.

"Free-Form Reforms on Campus," Time, Jan. 18, 1971, p 47

A crucial ingredient in liberal studies programs is dedicated counseling. "Voicing a common fear that universities will become 'intellectual supermarkets', M.I.T. Mathematician Kenneth Hoffman, who heads a curriculum study committee, observes that 'freedom requires unifying principles if it is to lead to more than eclecticism.'" Yet counseling is a large expense to the school if widely used, and professors are reluctant to take it on; advising rarely counts toward promotion."

Alan Pifer, "The Responsibility for Reform in Higher Education," Reprinted from the Annual Report, Carnegie Corporation, New York, 1971

Most people would agree, however, that it [liberal education] involves gaining a basic knowledge of man and his societies and the physical world, mastering the language and mathematical skills to reason and express thoughts clearly and logically, and acquiring such habits of mind as intellectual curiosity, the capacity to think critically, and the ability to weigh evidence objectively. There would be less agreement today that the inculcation of any particular set of values constitutes an integral part of liberal education. Few, however, would dispute that the concept does at least include some acquaintance with the principal value systems by which man throughout the ages has attempted to steer his path to some higher destiny.

Buckminster Fuller, "Notes on the Future," Saturday Review, May 2, 1970, p 69

The main task of the human intellect is to put things together in comprehensive patterns, not to separate them into special compartments....this means that the education of children and college students must be arranged so that each will have the chance to escape from the constriction of specialized knowledge and can learn to look at the world as a spaceship with identifiable and world-wide characteristics.

Virginia Baird, Michigan State University Department of Information Services Bulletin, East Lansing, Feb. 9, 1972, p. 1

> Judge Horace Gilmore of the Wayne County Circuit Court speaking to Michigan school administrators and school board members February 9, 1972 at Kellogg Center called for a "change in the school curricula toward greater concern for the total development of the individual citizenship and morality. ...The individual is a product of his total physical and social environment." Educators were urged to concentrate on "development of the desire for self-respect, respect for others, for the law and for good citizenship, on the development of skills of creative and critical thinking which will permit youth to deal with problems in a self-fulfilling and responsible manner."

Elliott L. Richardson, HEW, speaking to the NEA in Detroit, said:

> The pictures of the future painted by Peter Drucker, Herman Kahn, Daniel Bell, and others, should provide sufficient warning for all of us that the child entering school this year - and working through the first quarter of the next century - will pursue several different kinds of careers we cannot even imagine.
>
> What can we conclude except that we must learn to learn.
>
> ...I believe that education should have an inherent, enjoyable value that exceeds by far its long-run external and utilitarian value.

Liberal Education. Summary of a Discussion by the Trustees of the Carnegie Foundation for the Advancement of Teaching. 1955-56, Annual Report, p 15

> Not so recently said but in a similar vein:
>
> There is a widespread misconception that liberal education is incompatible with specialization. This is a false and destructive view. The modern world is producing deeper and ever-ramifying specialization. But specialization can be based upon a sound foundation of liberal education. There is no reason why the specialist should not or cannot be an informed and cultivated citizen. It is not impractical for the technical or professional man to understand himself and his heritage. And it is within the reach of every specially trained man to have an awareness of the broader problems of his time.

Joe L. Spaeth and Andrew M. Greeley report in their research on alumni attitudes in Recent Alumni and Higher Education that alumni favor liberal as opposed to vocational education and they frequently express regret that they did not choose a more humanistic curriculum themselves.

Bruce Dearing, Abstracts, 27th National Conference on Higher Education, Chicago, Illinois, March, 1972, p 2

> Bruce Dearing, Vice-Chancellor for academic programs, State University of New York, Albany said:

> General education as conventionally offered in American colleges and universities prepares students for change and insulates them to some degree against 'future shock.' It does so principally through developing a tolerance for ambiguity and encouraging not merely acceptance but celebration of a wide variety of human experience and of acceptable life styles. To the degree that general education acquaints the students with alternative conceptual frameworks, vocabularies, and characteristic modes of address to problems, it is relevant preparation for life-long learning, adaptation and coping.

Howard Bowen and Gordon Douglas, Efficiency in Liberal Education, reported in Chronicle of Higher Education, March 6, 1972, p 12

> ..that good liberal education involves more than the transmission of fact and ideas of a kind that can be measured by test scores. It also involves outlooks, attitudes, values, motives, and development of character and personality.
>
> Therefore it must include significant human and personal relationships between students and faculty, and among students. We do not accept the concept that liberal education can be defined as an accumulation of credit or can be conveyed wholly by mechanical or assembly-line techniques.

Dr. C. L. Winder in a memorandum to the Lifelong Education Task Force at Michigan State University on March 13, 1972

> As a psychologist, I am impressed with the number of individuals who are underdeveloped personalities. Many prominent contributors to the study of individual lives emphasize that development is a continuing lifelong process. Maslow and Rogers discuss actualization and the full-developed personality. Carl Jung focused attention on what he called the integration of the self during the middle years of life.
>
> I am persuaded that there is a strong need among persons of widely varied cultural backgrounds, income levels, ages, and vocations for intermittent engagement in generative experiences which are analogous to general and liberal undergraduate education. One way to characterize the goal is increasing inner-direction by each person of his or her life combined with increasing open-mindedness. Or, one could focus on stimulation of new interests and widened range of positive interpersonal contacts. In general, liberal education should continue throughout life.

M. B. Erickson, Handbook for Resident Advisers, Michigan State University, East Lansing, Sept. 1972

> A liberal education is more urgently needed in our time than ever before. If education is to be effective it should create intellectual, emotional, and moral growth and change; it should develop students as persons; it should have an impact on their lives, values, goals, feelings and achievements. Each student should have a wide exposure to areas of knowledge to

permit a choice according to his developing interests; he should be challenged sufficiently so that he assumes much responsibility for his own education; he should have sources of expert help readily available, and he should have adequate opportunity for self-expression. General education in the University College at MSU attempts to awaken and excite the student's mind, to open new vistas, pose new questions and introduce new ways of thinking.

Paul R. Givens, "Student-Designed Curricula," Research Currents, ERIC, Higher Education, Washington, D.C., May 15, 1972, pp 5-6

A summary of the 30 programs providing for student-designed plans of study follows:

University of Alabama, titled New College, initiated fall of 1970, requires 4 years of successful study under supervision of a committee. Special features include: learning contract and individualized graduation requirements.

Bucknell University, titled College Major, initiated spring of 1972, requires completion of nonspecified courses in humanities, social sciences, natural sciences, and mathematics. Special features include: freedom to develop plan of study; senior project.

Brown University, titled Independent Concentration, initiated fall of 1969, requires successful completion of independent concentration program. Special feature: student lists courses he plans to complete and objectives of his study.

Chatham College, titled The New Curriculum, initiated fall of 1971, requires two interim programs and a tutorial. Special features include: 10 days of class attendance without registration for freshmen; designing of own interdisciplinary program.

Coe College, titled Educational Plan, initiated fall of 1970, requires 2 courses in introduction to liberal arts and a 7-11 course concentration of interdepartmental sequence devised by student.

Colorado College, titled Adviser Plan, initiated fall of 1967, requires that all departmental requirements in major field be met and that course schedule be approved by adviser. The student does design his own course.

University of Connecticut, titled Inner College Experiment, initiated fall of 1970, requires successful completion of courses and projects. Special features include: students initiate and in some instances teach courses, design own courses, and may major in a discipline by completing major requirements.

Cornell College, titled Bachelor of Special Studies, initiated fall of 1971, requires successful completion of course study. Special features include: progress report is submitted by student to adviser; one baccalaureate credit is given for each report approved.

Davis & Elkins College, titled Contract Program, initiated fall of 1972, requires unified area of concentration, with the complete program subject to approval by sponsoring faculty members.

Dickinson College, titled Interdepartmental Concentration, initiated fall of 1971, requires completion of a major of 3 courses each in humanities, social sciences and science (including one 2-semester lab sequence); languages to intermediate level; 2 years of physical education; and one nonwestern course.

Evergreen State College, titled Contracted Studies, initiated fall of 1971, requires successful completion of coordinated (theme-centered) and contracted studies.

Graceland College, titled Experimental Curriculum, initiated fall of 1970, requires final evaluation by Council.

Grinnell College, titled Revised Academic Plan, initiated fall of 1970, requires completion of a major with not more than 92 credits in any division nor more than 48 in any department. Special feature: student may elect conventional, interdisciplinary or independent major.

Hamilton College (program open to all students), initiated fall of 1969, requires 4 winter study projects in area of concentration. Much freedom of choice is provided.

Harvard University (Arts and Sciences College), titled Special Studies, initiated fall of 1971, requires half course in expository writing, one course in each of three divisions, and two full courses outside area of concentration. The student prepares individual plan of study.

Holy Cross College, titled Experimental Studies, initiated fall of 1970, requires a 14-semester-hour major and successful completion of experimental studies. Student may either design his own field work-study project or a total program leading to a degree.

Ithaca College, titled General Studies Major, initiated fall of 1969, requires successful completion of course study. Special feature: student has complete freedom to select courses, with no concentration necessary.

University of Iowa, titled Bachelor of General Studies, initiated fall of 1970, requires 60 hours at junior and senior levels, limit of 40 credits in any one department, and one semester of rhetoric. Students design own plan of study.

Lawrence University, titled Scholar of the University, initiated fall of 1970, requires the equivalent of one or more majors. Special features: student may include in his design regular courses, off-campus programs, or independent study and is exempt from usual requirements, exams, etc. if instructor consents.

University of Minnesota, titled Bachelor of Elected Studies, initiated winter of 1972, requires 75 credits in upper division, limit of 30 quarters in noncollege liberal arts courses. Special feature: freedom to select courses consistent with student's interests.

New College (Fla.), titled New Educational Contract, initiated fall of 1971, requires senior projects and baccalaureate examination, four independent study projects, and successful fulfillment of contracts which are signed at beginning of each term. Students and faculty design the contracts.

University of Oregon, titled Independent Study-Honors College, initiated fall of 1970, requires four years of successful study under supervision of committee. Special features: honors students are exempt from all academic requirements, credits and grades, and plan their own study programs. Student and committee chairman state criteria used for evaluation.

Ottawa University (Kan.), titled the New Plan of Education for Ottawa, initiated fall of 1970, requires 9 credits in general education, 6 to 10 courses in department study, minimum of 7 weeks of off-campus experience, and 7 terms of physical education. Student prepares a contracted plan of study.

Princeton University, titled University Scholar Program, initiated fall of 1961, requires fulfillment of a departmental major's requirements. Main feature: much freedom in kinds, levels, and number of courses from which the student may choose.

University of Redlands (Johnston College), titled Academic Program, initiated fall of 1969, requires successful completion of graduation contract (approved by committee by end of sophomore year). Specific guidelines are stated for the formulation of contracts.

Simpson College, The Academic Plan, initiated fall of 1970, requires limit of 12 units of credit in major department and 24 units in division of major. Student establishes a study plan for one to four years.

Wesleyan University, titled General Education, requires field of concentration and comprehensive examination. Students design own interdisciplinary major with approval of faculty.

Western Michigan University (Honors College), titled 10-20 Program, initiated fall of 1970, requires acceptable paper or other production at end of sophomore, junior, and senior years; oral examination in senior year; and a senior honor paper. Students design own study plan; program is restricted to 10 sophomores and 20 freshmen.

Whittier College, titled New Curriculum at Whittier, initiated fall of 1971, requires 3 January sessions, 4 extended half modules, State of California requirements, minimum of 15 modules in field of concentration, physical education and English. Graduation study contract is drawn up by student by end of his freshman year.

Western Washington State (Fairhaven College), titled Interdisciplinary Concentration, initiated fall of 1970, requires 20 quarter hours in the humanities, 12 each in natural science and social science, and 3 in composition. Student and tutor design a set of learning experiences totalling 50 credits.

MICHIGAN STATE UNIVERSITY EAST LANSING - MICHIGAN 48823

UNIVERSITY COLLEGE - STUDENT AFFAIRS OFFICE - 170 ERNST MICHEY HALL

November 5, 1970

President_____
_____
_____

Dear President _____:

We would like to know if your university offers a bachelor's degree in what is variously known as liberal arts, liberal studies, general studies, or the like.

If so, would you please send us the name, title and address of the person who is in charge of your program.

Michigan State University is now considering offering such a degree. We presently are surveying the universities of the United States to find out how many are offering these degrees and the nature of the programs offered. After we have received the information from the interested institutions and have it collated, we will be happy to furnish your institution with a copy of the results.

Sincerely yours,

John N. Winburne
Assistant Dean

MICHIGAN STATE UNIVERSITY
University College
Office of Student Affairs
170 Ernst Lessey Hall
East Lansing, Michigan 48823

General Studies Follow-Up Questionnaire

1. Name of your institution _____
   Public ____; Private ____; State Supported ____; Church Related ____;
   City or School District Supported ____.

2. Address _____

3. Your name _____
   Your position or title _____
   Your department and/or college _____

The following questions concern your *liberal* or *general studies* program (not to be confused with the traditional liberal arts program) in your institution. It may also be called *independent studies, special studies, creative studies, individual concentration, area studies,* etc. In this questionnaire, it will be called *general studies.*

4. Title of your general studies program _____

5. Level of offering (check as many as are appropriate):
   Associate _____
   Bachelor's ____
   Master's _____
   Advanced graduate program _____

6. How is your general studies program organized and administered?
   "Our general studies program is administered by _____
   (dept. chm., dir., dean, etc.)
   in _____ which in turn is administered by
   (dept., school, college)
   _____ in _____ who
   (collegiate officer) (collegiate division)
   is responsible to _____."
   (administrative officer)
   Other administrative information _____
   _____
   _____

7. Number of students:
   _____ Total enrollment in your university fall, 1970.
   _____ Total undergraduate enrollment in your university fall, 1970.
   _____ Total graduate enrollment in your university fall, 1970.
   _____ Total professional college (law, medicine, architecture, dentistry, etc.) enrollment in your university fall, 1970.
   _____ Total enrollment in your general studies program fall, 1970.

7. Number of students: (cont.)
   _____ Number graduating in general studies spring, 1970.
   _____ Number bachelor's degrees granted spring, 1970, in your university.
   _____ Total graduating in general studies from beginning through spring, 1970.

8. _____ Year in which your general studies program was approved for offering the degree.

9. Year, level, or time of student acceptance (as distinguished from university admission) to your general studies program. Please check as many items as are appropriate.
   ___ First-time freshman.
   ___ Freshman, any time.
   ___ Any time until end of sophomore year.
   ___ Sophomore only.
   ___ As junior.
   ___ As senior.
   ___ Master's level.
   ___ Advanced graduate level.
   ___ At any time.
   ___ Transfer student from another institution. If so, are there special restrictions applied to transfer students _____
   _____
   _____
   _____
   _____.

10. Criteria for accepting students in undergraduate general studies program:
   ___ Yes ___ No High school grade-point average.
   ___ Yes ___ No Required standardized test scores.
   ___ Yes ___ No College or university grade-point average.
   ___ Yes ___ No Open acceptance.
   ___ Yes ___ No Faculty, counselor, principal recommendation.
   ___ Yes ___ No Age limit. If yes, what is your maximum age ____; minimum age ____.
   Other. Please explain _____
   _____
   _____.

   ___ Yes ___ No Are acceptance criteria to the general studies undergraduate program the same as for acceptance to other programs in your university. If no, what are these differences _____
   _____
   _____
   _____
   _____.

11. Academic advising in your general studies program is done by: (please check as many as are appropriate).

   ____ Faculty only.
   ____ Central advisement by semiprofessionals, as in a separate office.
   ____ Graduate students, as in a separate office.
   ____ Students responsible for their own programs.
   ____ Counseling center.
   ____ Combination of any of the above. Please explain _____
   _____
   _____
   _____.

11. Academic advising in your general studies program is done by: (cont.)
____ Other. Please explain _____
_____
_____
_____.

12. _____ Average number of students to each adviser in your general studies program.

13. Retention of students in your general studies program.
_____ Minimum grade-point average necessary to continue enrollment in your general studies program.
_____ The approximate percentage of general studies students annually changing their majors out of general studies.
_____ The approximate percentage of general studies students annually changing their majors into general studies from other majors.
_____ Approximate percentage of students recessed, dismissed, or otherwise dropped by you annually from the general studies program.
___ Yes ___ No Are retention procedures in general studies the same as for other programs in your university?
___ Yes ___ No Are retention policies in general studies the same as for others of your university's programs?
Please explain your university's system of grading. (e.g., A, B, C, D, F)
_____
_____
_____.

14. Bachelor's degree requirements for your general studies program *(credits = credit hours = hours = points)*:
Your academic year is based on:
____ Term or quarter.
____ Semester.
____ Trimester.
____ Other. Please explain _____
_____
_____
_____.
____ Total number of credits required. If you state degree requirements in courses, how many courses are required. _____.
____ Minimum cumulative grade-point average.
Is your grade-point average based on:
____ Credits carried.
____ Credits attempted.
____ Credits earned.
___ Yes ___ No Do you average in the grades of repeated courses in computing the grade-point average?
____ Number of junior and senior level credits required. If stated in number of courses, how many junior and senior courses _____.

15. ___ Yes ___ No Do you have field requirements for the general studies bachelor's degree? If yes, how are these requirements met?

15. Do you have field requirements for the general studies bachelor's degree? (cont.)

____ Specially designed courses as distinct from introductory courses in the disciplines, etc.
____ Introductory courses or survey courses in the disciplines.
____ Electives in the field to total the required credits.
____ Combination of above total required credits.
____ Number of credits or courses (please circle) you require in the humanities.
____ Number of credits or courses (please circle) you require in the social sciences.
____ Number of credits or courses (please circle) you require in the sciences. Do you consider math a science? _____.
____ Number of credits or courses (please circle) you require in freshman English or its equivalent.

16. Nature of your general studies program:

___ Yes ___ No Does the student major in general studies?
___ Yes ___ No Does the student declare a traditional major (chemistry, English, sociology, etc.)?

If a student declares a traditional major, how does his program differ from that pursued by a student in a traditional liberal arts single discipline program?

____ More flexible in terms of course requirements.
____ More flexible in terms of credit requirements.
____ More flexible in terms of experimental dimension (field work, work-study, etc.).

___ Yes ___ No Have you developed special integrated interdisciplinary courses for students in your general studies program? If yes, approximately how many? _____. Please list a few representative course titles _____
_____
_____.

___ Yes ___ No Do you require a foreign language for the degree in general studies? If yes, number of years of the language required _____; number of different languages _____.

___ Yes ___ No Do you require mathematics? If yes, number of years _____.

___ Yes ___ No Is independent study a part of your program? Is it allowed ____; required ____; encouraged ____.

___ Yes ___ No Is experience abroad a part of your program? Is it allowed ____; required ____; encouraged ____. If yes, which year of a student's academic program ____.

___ Yes ___ No Is a senior paper or thesis a part of your program?

___ Yes ___ No Are small tutorials a part of your program?

___ Yes ___ No Are laboratory courses a part of your program?

___ Yes ___ No Are any courses required. If yes, number of credits ____. Titles of courses required _____
_____
_____
_____.

____Total number of elective credits allowed.

16. Nature of your general studies program: (cont.)

___ Yes ___ No Is the ratio of required to elective credits variable?
___ Yes ___ No Is your general studies program primarily for day students?
___ Yes ___ No Is it primarily for evening college students?
___ Yes ___ No Is it for both day and evening students?
___ Yes ___ No Is your general studies program for full-time students?
___ Yes ___ No Is it primarily for part-time students?
___ Yes ___ No Is it for both?
___ Yes ___ No Is your general studies program designed particularly for disadvantaged students?
___ Yes ___ No Can general studies students change majors to other programs in your university?

Please explain how integrated courses in general studies are evaluated when a general studies student changes his major to another of your university's programs _____
_____
_____.

17. Faculty teaching in general studies.

____ Percentage of faculty teaching general studies who are full-time in general studies.
____ Percentage of faculty teaching general studies who are part-time in general studies.
____ Percentage of general studies faculty who are dually appointed with another department or college.
____ Percentage of general studies faculty with terminal degree in specialized area.
___ Yes ___ No Are faculty hired because of their interest in general studies?

How do faculty engaged in general studies program view it?

____ Favorably
____ Unfavorably
____ Indifferently
____ Openly hostile

Are general studies program courses taught by any of the following? Please check as many as appropriate.

____ Graduate assistants, teaching assistants, etc.
____ Junior faculty
____ Senior faculty
____ What percentage approximately of your general studies faculty annually moves or is transferred to another faculty?

18. In your opinion, do the students in your general studies program have unusual characteristics?

___ Race. Please explain _____
_____.
___ Sex. Please explain _____
_____.
___ Age. Please explain _____
_____.
___ Ability. Please explain _____
_____.

18. In your opinion do the students in your general studies program have unusual characteristics? (cont.)

____ Financial need. Please explain _____
_____.

____ Other. Please explain _____
_____
_____
_____.

19. ___ Yes ___ No Have students receiving a general studies degree had difficulties being admitted to graduate school or getting jobs? If yes, please explain _____
_____
_____.

20. ____ Approximate percentage of your general studies graduates who attend graduate school.
____ Approximate percentage of your graduates who attend professional school.
____ Approximate percentage of your graduates who go to work immediately after graduation.

21. We would appreciate any other comments you may wish to make regarding your program, especially comments on directions it appears to be taking, or that you would like to see it take, its successes, failures, etc.

MICHIGAN STATE UNIVERSITY
University College
Office of Student Affairs
170 Ernst Bessey Hall
East Lansing, Michigan 48823

Interdisciplinary Degree Program
Follow-Up Questionnaire

(If a question is irrelevant to your interdisciplinary program, omit it. If you are responsible for more than one interdisciplinary program, append an additional sheet if needed.)

1. Name of your institution _____
   Public _____; Private _____; State Supported _____; Church Related _____;
   City or School District Supported _____.

2. Address _____

3. Your name _____
   Your position or title _____
   Your department and/or college _____

The following questions concern your interdisciplinary program in your university. It may also be called *special, divisional, field, special option, interdepartmental, special scholars, general science, comprehensive, area, tutorial, individualized, university studies, related fields concentration, integrated studies, independent, creative studies, etc.* In this questionnaire, however, it will be referred to as *interdisciplinary program.*

4. Title of your interdisciplinary program _____

5. Level of offering (check as many as are appropriate):
   Bachelor's _____
   Master's _____
   Advanced graduate program _____

6. How is your interdisciplinary program organized and administered?
   Our interdisciplinary program is administered by _____
   (dept.chm.,dir.,dean,etc.)
   in _____ which in turn is administered by
   (dept., school, college)
   _____ in _____
   (collegiate officer) (collegiate division)
   who is responsible to _____
   (administrative officer)
   Other administrative information _____
   _____
   _____
   _____

7. Number of students:
   _____ Total enrollment in your university fall, 1970.
   _____ Total undergraduate enrollment in your university fall, 1970.
   _____ Total graduate enrollment in your university fall, 1970.
   _____ Total professional college (law, medicine, architecture, dentistry, etc.) enrollment in your university fall, 1970.
   _____ Total enrollment in your interdisciplinary program fall, 1970.
   _____ Number graduating in interdisciplinary program spring, 1970.
   _____ Number bachelor's degrees granted spring, 1970, in your university.
   _____ Total graduating in interdisciplinary program from beginning through spring, 1970.

8. _____ Year in which your interdisciplinary program was approved for offering the degree.

9. Year, level, or time of student acceptance (as distinguished from university admission) to your interdisciplinary program. Please check as many items as are appropriate.
   ____ First-time freshman.
   ____ Freshman, any time
   ____ Any time until end of sophomore year.
   ____ Sophomore only.
   ____ As junior.
   ____ As senior.
   ____ Master's level.
   ____ Advanced graduate level.
   ____ At any time.
   ____ Transfer student from another institution. If so, are there special restrictions applied to transfer students _____ _____ _____ _____.

10. Criteria for accepting students in undergraduate interdisciplinary program:
   ___ Yes ___ No High school grade-point average.
   ___ Yes ___ No Required standardized test scores.
   ___ Yes ___ No College or university grade-point average.
   ___ Yes ___ No Open acceptance.
   ___ Yes ___ No Faculty, counselor, principal recommendation.
   ___ Yes ___ No Age limit. If yes, what is your maximum age ____; minimum age ____.
   Other. Please explain _____ _____ _____.
   ___ Yes ___ No Are acceptance criteria to the interdisciplinary program undergraduate program the same as for acceptance to other programs in your university. If no, what are the differences _____ _____ _____

11. Academic advising in your interdisciplinary program is done by: (please check as many as are appropriate).
   ____ Faculty only.
   ____ Interdisciplinary
   ____ Other faculty

11. Academic advising in your interdisciplinary program is done by: (please check as many as are appropriate). (cont.)

____ Central advisement by semiprofessionals, as in a separate office.
____ Graduate students, as in a separate office.
____ Students responsible for their own programs.
____ Counseling center.
____ Combination of any of the above. Please explain _____
_____.
____ Other. Please explain _____
_____.

12. _____ Average number of students in your interdisciplinary program.

13. Retention of students in your interdisciplinary program.

_____ Minimum grade-point average necessary to continue enrollment in your interdisciplinary program.
_____ The approximate percentage of interdisciplinary program students annually changing their majors into interdisciplinary program from other majors.
_____ Approximate percentage of students recessed, dismissed, or otherwise dropped by you annually from the interdisciplinary program.
___ Yes ___ No Are retention procedures in interdisciplinary programs the same as for other programs in your university?
___ Yes ___ No Are retention policies in interdisciplinary programs the same as for others of your university's programs?

Please explain your university's system of grading. (e.g., A, B, C, D, F)
_____.

14. Bachelor's degree requirements for your interdisciplinary program (*credits = credit hours = hours = points*):

Your academic year is based on:
____ Term or quarter
____ Semester.
____ Trimester.
____ Other. Please explain _____
_____.
____ Total number of credits required. If you state degree requirements in courses, how many courses are required. _____.
____ Minimum cumulative grade-point average.
Is your grade-point average based on:
____ Credits carried.
____ Credits attempted.
____ Credits earned.
___ Yes ___ No Do you average in the grades of repeated courses in computing the grade-point average?
____ Number of junior and senior level credits required. If stated in number of courses, how many junior and senior courses _____.

15. ___ Yes ___ No Do you have field requirements for the interdisciplinary program bachelor's degree? If yes, how are these requirements met?

_____ Specially designed courses as distinct from introductory courses in the disciplines, etc.

_____ Introductory courses or survey courses in the disciplines.

_____ Electives in the field to total the required credits.

_____ Combination of above total required credits.

_____ Number of credits or courses (please circle) you require in the humanities.

_____ Number of credits or courses (please circle) you require in the social sciences.

_____ Number of credits or courses (please circle) you require in the sciences. Do you consider math a science? _____.

_____ Number of credits or courses (please circle) you require in freshman English or its equivalent.

16. Nature of your interdisciplinary program:

___ Yes ___ No Is the student's major named interdisciplinary? If not, what term _____
_____.

___ Yes ___ No Does the student declare a traditional major (chemistry, English, sociology, etc.)?
If a student declares a traditional major, how does his program differ from that pursued by a student in a traditional liberal arts single discipline program?

_____ More flexible in terms of course requirements.
_____ More flexible in credit of course requirements.
_____ More flexible in terms of experimental dimension (field work, work-study, etc.).

___ Yes ___ No Have you developed special integrated interdisciplinary courses for students in your interdisciplinary program? If yes, approximately how many? _____. Please list a few representative course titles _____
_____
_____.

___ Yes ___ No Do you require a foreign language for the degree in interdisciplinary programs? If yes, number of years of the language required _____; number of different languages ___.

___ Yes ___ No Do you require mathematics? If yes, number of years ____.

___ Yes ___ No Is independent study a part of your program? Is it allowed ___, required ___; encouraged ____. If yes, which year of a student's academic program ____.

___ Yes ___ No Is a senior paper or thesis a part of your program?

___ Yes ___ No Are small tutorials a part of your program?

___ Yes ___ No Are laboratory courses a part of your program?

___ Yes ___ No Are any courses required. If yes, number of credits ___.
Titles of courses required _____
_____
_____
_____.

_____ Total number of elective credits allowed.

16. Nature of your interdisciplinary program: (cont.)

___ Yes ___ No Is the ratio of required to elective credits variable?
___ Yes ___ No Is your interdisciplinary program primarily for day students?
___ Yes ___ No Is it primarily for evening college students?
___ Yes ___ No Is it for both day and evening students?
___ Yes ___ No Is your interdisciplinary program for full-time students?
___ Yes ___ No Is it primarily for part-time students?
___ Yes ___ No Is it for both?
___ Yes ___ No Is your interdisciplinary program designed particularly for disadvantaged students?
___ Yes ___ No Can interdisciplinary program students change majors to other programs in your university?

_____ Number of discrete disciplinary fields required for degree.
_____ Number, if any, of fields required for minor.
_____ Number of credits required in major fields.
_____ Number of credits, if any, required in minor fields.

___ Yes ___ No If you have a foreign language requirement, do you have any substitutes for it?
___ Yes ___ No Does your interdisciplinary program allow a student to earn a teaching certificate?
___ Yes ___ No If yes, does teacher certification work require additional credits beyond the number required for the degree?

17. Faculty teaching in interdisciplinary programs.

____ Percentage of faculty teaching interdisciplinary programs who are full-time in interdisciplinary programs.
____ Percentage of faculty teaching interdisciplinary programs who are part-time in interdisciplinary programs.
____ Percentage of interdisciplinary programs faculty who are dually appointed with another department or college.

How do faculty engaged in interdisciplinary programs view it?

_____ Favorably
_____ Unfavorably
_____ Indifferently
_____ Openly hostile

Are interdisciplinary program courses taught by any of the following? Please check as many as appropriate.

_____ Graduate assistants, teaching assistants, etc.
_____ Junior faculty
_____ Senior faculty
_____ What percentage approximately of your interdisciplinary program faculty annually moves or is transferred to another faculty?

18. In your opinion, do the students in your interdisciplinary program have unusual characteristics?

____ Race. Please explain _____
_____.

____ Sex. Please explain _____
_____.

____ Age. Please explain _____
_____.

18. In your opinion do the students in your interdisciplinary program have unusual characteristics? (cont.)

____ Ability. Please explain _____
_____.

____ Financial need. Please explain _____
_____
_____
_____.

19. ___ Yes ___ No Have students receiving an interdisciplinary programs degree had difficulties being admitted to graduate school or getting jobs? If yes, please explain _____
_____
_____
_____.

20. _____ Approximate percentage of your interdisciplinary program graduates who attend graduate school.
_____ Approximate percentage of your graduates who attend professional school.
_____ Approximate percentage of your graduates who go to work immediately after graduation.

21. We would appreciate any other comments you may wish to make regarding your program, especially comments on directions it appears to be taking, or that you would like to see it take, its successes, failures, etc.